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IDENTIFIERS	ERIC Clearinghouse on Adult Career Vocational Educ

ABSTRACT

This volume consists of resumes of vocational and technical education curriculum products that were selected by the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) for inclusion in the July 1981 through June 1982 issues of "Resources in Education." Among the major types of documents abstracted are curriculum guides, research and technical reports, administrator guides, dissertations and theses, conference reports, literature reviews, state-of-the-art papers, journals, legal and regulatory materials, statistical data, position papers, essays, program descriptions, feasibility studies, bibliographies, directories, conference papers, and tests. Each resume contains an ERIC accession number, an author and title listing, information concerning the time and place of publication, a publication type classification code, information concerning the availability of the document, descriptors, identifiers, and an abstract. Three indexes--a subject index, an author index, and an institution index--are provided. Also included in this issue are listings of the six curriculum coordination centers and publications provided by the centers, descriptions of the curriculum centers and labs throughout the country, a listing of curriculum-related organizations at the national level, sources of audiovisual information and materials, and a brief bibliography of curriculum publications available from federal agencies. (MN)

ED226190

Resources in Vocational Education
Volume 15 Number 1

Curriculum Resources

Compiled by
The National Center Clearinghouse

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1982

CE 035 077

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NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Executive Director: Robert E. Taylor

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Foreword

Resources in Vocational Education is produced by the National Center Clearinghouse of the National Center for Research in Vocational Education under a contract with the Office of Vocational and Adult Education, U.S. Department of Education. The National Center is pleased to disseminate this issue that provides abstracts selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education related to vocational and technical education curriculum products. Since this issue represents only selected ERIC abstracts, users are encouraged to refer to *Resources in Education* for a more comprehensive search. The full text of most documents announced in this issue is available from the ERIC Document Reproduction Service (EDRS). Microfiche copies also are available in local ERIC microfiche collections.

Other components of this issue include listings of the six curriculum coordination centers and publications produced by the centers, descriptions of curriculum centers and labs throughout the country, and a listing of curriculum-related organizations at the national level. Also included are a listing of sources of audiovisual information and materials and a brief bibliography of curriculum publications available from federal agencies.

Recognition is given to Clearinghouse staff for their efforts in compiling this publication: Wesley E. Budke, Clearinghouse Director; Shirley A. Chase and Carl F. Oldsen, Research Specialists; and Wallis Harsch, Publication Specialist.

Production services for the publication were provided by Bibliographic Retrieval Services, Inc., 1200 Route 7, Latham, New York 12110.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

About This Issue

This issue of *Resources in Vocational Education* consists of resumes selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE). Selections relating to vocational and technical education curriculum products were made from the July 1981 through June 1982 *Resources in Education*. Since only selected ERIC abstracts appear in this issue, users are encouraged to refer to *Resources in Education* for a more comprehensive search.

Other components of this issue include listings of the six curriculum coordination centers and publications produced by the centers, descriptions of curriculum centers and labs throughout the country, and a listing of curriculum-related organizations at the national level. Also included are a listing of sources of audiovisual information and materials and a brief bibliography of curriculum publications available from federal agencies.

The full text of most documents announced in this issue is available from the ERIC Document Reproduction Service (EDRS). An EDRS order form and ERIC price codes are included. Also, microfiche copies are available in local ERIC microfiche collections.

Two publications related to using ERIC are listed below. They are available on request from the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014 or from ERIC/ACVE, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Directory of ERIC Search Services. Prepared by Pugh, Elizabeth and Brandhorst, Wesley T., Bethesda, MD: ERIC Processing and Reference Facility, 1981

Directory of ERIC Microfiche Collections. Edited by Slawsky, Dorothy A., Bethesda, MD: ERIC Processing and Reference Facility, 1980.

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed

Author(s)

Title

Organization where document originated

Date published

Contract or Grant Number

Alternate source for obtaining documents

Publication Type—broad categories indicating the form or organization of the document as contrasted to its subject matter. The category name is followed by the category code

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche. "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change. for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE

ED 181 219 CE 023 729 — Clearinghouse accession number

Matejic, Denise M.

Helping Families Adjust to Economic Change. A Project Report.

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration. — Sponsoring Agency—agency responsible for initiating, funding, and managing the research project

Report No.—XY2123 — Report Number—assigned by originator

Pub Date—79

Contract—82-2-61104(21)

Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729. — Descriptive Note (pagination first)

Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation. — Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index

Identifiers—Income Groups, New Jersey — Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors

A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (Bet)

Informative Abstract

Abstractor's initials

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest or use the subject, author, and institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 198 253 CE 027 131

Military Curricula for Vocational and Technical Education. X-Ray Specialist, 10-16.

Department of the Army, Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date — 77

Note — 1,591p.; The reference manual for this course is available through loan. Contact Dr. Shirley Chase, The National Center Clearinghouse, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210; telephone (614) 486-3655

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF13/PC64 Plus Postage

Descriptors — *Allied Health Occupations Education, *Radiologic Technologists, *Radiology, *Vocational Education, Allied Health Occupations, Allied Health Personnel, Course Content, Course Objectives, Curriculum Guides, Learning Activities, Lesson Plans, Postsecondary Education, Radiographers, Technical Occupations

Identifiers — Military Curriculum Project

These instructor and student materials for a postsecondary course in radiography are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in civilian settings. This course is designed to provide a working knowledge of radiography that will enable students to perform basic radiographic examinations which meet the standards of the American Medical Association and to provide a quality radiograph to aid physicians in diagnosis. The course consists of five areas of instruction covering 388 hours. Instructional areas include (1) Anatomy and Physiology, (2) Radiographic Physics, (3) Radiographic Positioning, (4) Radiographic Positioning Laboratory, and (5) Special Radiographic Procedures and Techniques. Printed instructor materials include lesson plans and plans of instruction detailing the units of instruction, objectives, duration of lessons, and support materials needed. Student materials include two units of programmed instruction and student handouts. (A reference manual for this course — Radiologic Technology: AFM 160-30; TM 8-280; NAVMED P-5119 — is available through loan.) (LRA).

ED 198 256 CE 027 567

Orth, Mollie N. Russell, Jill Frymier

Curriculum Development Needs for Vocational Education: New and Changing Occupations.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — 300-78-0032

Note — 134p.; Best copy available. Some appendix materials will not reproduce well due to small, light print. For a related document see ED 180 170

Pub Type — Information analyses / State-of-the-Art Materials (070). Reports — Research / Technical (143)

EDRS Price — MF01/PC06 Plus Postage

Descriptors — *Curriculum Development, *Educational Needs, *Occupational Information, *Research Methodology, *Vocational Education, Adult Vocational Education, Case Workers, Curriculum Evaluation, Curriculum Research, Data Processing Occupations, Educational Policy, Education Work Relationship, Electronic Technicians, Futures of Society, Housing, Lasers, Needs Assessment, Occupational Surveys, Optics, Postsecondary Education, Secondary Education, Urban Renewal Agencies

Identifiers — Emerging Occupations, Energy Occupations, Optical Technicians, Tumor Registrars

A study, described in this report, was conducted to provide information to national vocational education policy makers regarding curriculum development needs for selected new and changing occupations. The report also outlines a methodology for identifying new and changing occupations and assessing the need for curriculum development. Information was collected by (1) identifying new and changing occupations through data analysis; monitoring legislative, economic, technologic, and social trends; and communication with professional associations, special interest groups, and knowledgeable persons; (2) collecting occupational information for designated career fields; (3) locating curricula, civilian and military, currently available for training people in the new and changing occupations; and (4) assessing the gaps between training needed for new and changing occupations and the available curricula. New occupations identified by these methods include the following: case manager for the mentally disabled; housing rehabilitation specialists; laser/electro-optics technician, tumor-registrar; and occupations related to energy and microprocessing. Each of these occupations or occupational areas are analyzed according to functions, duties, and specifications; education and training requirements; employment outlook; employment setting; career advancement opportunities; available curriculum and progress; and implications for curriculum development. (KC).

ED 198 260 CE 027 761

Russell, Jill Frymier

Implications of New and Changing Occupations for Instructional Development.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0032

Note — 96p

Pub Type — Reports — Evaluative / Feasibility (142)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Curriculum Development, *Demand Occupations, *Educational Needs, *Occupational Information, *Vocational Education, Educational Planning, Educational Research, Employment Opportunities, Employment Projections, Labor Needs, Needs Assessment, Occupational Surveys, Postsecondary Education, Secondary Education, Trend Analysis

Identifiers — Emerging Occupations

A study was conducted to determine what occupations nationally are new and changing and if they need curriculum development at the vocational education level. The process used to conduct this study involved four steps: identifying new and changing occupations, collecting information about the occupations, locating available instructional materials, and assessing the need for curriculum development. Fifteen occupations were identified as either new or changing a great deal. Occupations that need curriculum development because very little if any instructional materials exist are catfish farm manager, computer drafting/graphics technician, and speech-language hearing assistant. Occupations that have a partial need for curriculum development (portions of curricula may be available or a recombining of existing curricula may be needed) are cable television technician and aviation maintenance technician. Occupations that need to be observed closely because of their potential importance in the future include neurometrics technician, electromyography technician, hydroponic agriculture specialist, fiber optics technician, and personnel and labor relations specialist. Occupations that are changing and that may or may not have adequate curricula, but for which schools seem to need help in implementing programs, are locksmith, word processing specialist, and welder. (LRA).

ED 198 273 CE 027 871

de Samuel, Therese E. A. And Others

ESL/APL Instructional Resources for Integrating Life Skills into the ESL Curriculum.

New Mexico State Univ. Las Cruces. Dona Ana County Occupational Education Branch

Pub Date — 80

Note — 439p.; Some illustrations will not reproduce well

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC18 Plus Postage

Descriptors — *Community Services, *Consumer Education, *English Second Language, *Health Education, *Job Skills, *Telephone Usage Instruction, Adult Basic Education, Behavioral Objectives, Curriculum Guides, Dialogs Language, Government Administrative Body, Instructional Materials, Language Skills, Laws, Learning Activities, Public Agencies, Safety Education, Vocabulary Development, Vocabulary Skills

Identifiers — Adult Performance Level, Life Skills, Limited English Speaking, New Mexico

This curriculum guide contains instructional materials in English as a Second Language to aid instructors in using life managing skills as the basis for building English language skills on both beginning and intermediate levels. The following six units are included in the guide: jobs, community resources, consumer education, health and safety, government and law, and telephone usage. Each unit contains an introduction with directions for getting materials or information needed; objectives for beginning and intermediate levels; pre/posttest; instructional strategy planning, activity suggestions, and resources; building vocabulary and concepts; putting the words and ideas into action; and pictures. The materials are printed in loose-leaf form for use in a three-ring binder. (KC).

ED 198 308 CE 027 976

Roy, Cynthia B. And Others

Developing Curriculum for Interpreter Training Programs in Vocational Education. Final Report, July 1, 1979-June 30, 1980.

Texas State Technical Inst. Waco

Spons Agency — Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date — 80

Note — 532p.; Some pages will not reproduce well due to light print

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055). Reports — Descriptive (141)

EDRS Price — MF02/PC22 Plus Postage

Descriptors — *Curriculum Development, *Deaf Interpreting, *Hearing Impairments, *Program Effectiveness, *Vocational Education, Annotated Bibliographies, Competence, Curriculum Evaluation, Curriculum Guides, Educational Needs, Guidelines, Inservice Education, Instructional Materials, Job Skills, Job Training, Learning Modules, Material Development, Models, Needs Assessment, Postsecondary Education, Program Development, Sign Language, Validated Programs

Identifiers — American Sign Language

A project was conducted to develop a curriculum for training interpreters to use American Sign Language (ASL) to serve the deaf. The three-phase project involved (1) a task analysis to catalog the skills needed by interpreters and location of existing materials to determine areas where material needed to be developed; (2) development of a model training program that included flexible curricula and comprehensive syllabi; and (3) validation of the curriculum by using part of the materials in an inservice training for nine non-certified interpreters already in the field. Comparison of the pre- and posttests administered during the one-day pilot inservice attested to the project's success by indicating a 50 percent increase in accuracy to questions covering materials in the tested module. Project recommendations called for continued curriculum development, audio-visual material development, and further field testing. (Nineteen appendixes — 98 per cent of the document — include the following tangible products of the project: a task inventory and analysis, an interpreter training curriculum outline, model program guidelines and design, course syllabi for the curriculum outline, an in-depth instructional module for teaching interpretation skills with format and style developed for all modules, and an annotated bibliography.) (MN).

ED 198 312 CE 027 988

Gourley, Frank A. Jr

Air Conditioning, Heating, and Refrigeration. Competency-Based Curriculum Manual.

North Carolina State Dept. of Community Colleges, Raleigh. North Carolina State Dept. of Energy, Raleigh

Spons Agency — Department of Energy, Washington, D.C.

Pub Date — 80

Note — 723p.; For related documents see CE 027 989-994

Available from — North Carolina State Department of Community Colleges, Room 101, Education Building, Raleigh, NC (Write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF04 Plus Postage. PC Not Available from EDRS

Descriptors — *Air Conditioning, *Competency Based Education, *Heating, *Job Analysis, *Refrigeration, *Vocational Education, Community Colleges, Course Descriptions, Curriculum Development, Curriculum Guides, Educational Equipment, Educational Resources, Minimum Competencies, Postsecondary Education, Two Year Colleges

This manual was developed to serve as an aid to administrators and instructors involved with postsecondary air conditioning, heating, and refrigeration programs. The first of six chapters contains general information on program implementation, the curriculum design, facilities and equipment requirements, and textbooks and references. Chapter 2 describes the project procedures utilized in developing the curriculum. Suggested job descriptions and job competencies for air conditioning, heating, and refrigeration are given in the third chapter. Chapter 4 is comprised of the actual curriculum including course outlines for two

air conditioning, heating, and refrigeration mechanic courses. For all other courses, brief topical outlines are provided. A detailed listing of equipment necessary to start an air conditioning, heating, and refrigeration mechanic program for eighteen students is given in the fifth chapter. The final chapter, Resources, lists 279 books and 319 training aids. Appended sections include Air Conditioning, Heating, and Refrigeration Tasks: Response from Industry; Tasks by Job Levels; and Air Conditioning, Heating, and Refrigeration Competencies and Criterion Measures. (LRA).

ED 198 313 CE 027 989

D'Armond, Jack And Others

Automotive Body Repair Competencies.

North Carolina State Dept. of Community Colleges, Raleigh

Pub Date — 80

Note — 164p.; For related documents see CE 027 988-994

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC07 Plus Postage

Descriptors — *Auto Body Repairers, *Job Analysis, *Minimum Competencies, *Occupational Information, *Painting Industrial Arts, *Vocational Education, Auto Mechanics, Community Colleges, Competency Based Education, Job Performance, Job Skills, Motor Vehicles, Postsecondary Education, Repair, Two Year Colleges

Designed to provide a model curriculum and guidelines, this manual presents tasks that were identified by employers, employees, and teachers as important in a postsecondary auto body repair curriculum. The tasks are divided into ten major component areas of instruction: metalworking and fiberglass, painting, frame and suspension, glass and trim, estimating, electrical, cooling systems, accessories, servicing, and welding. For each task statement, the task analysis identifies the competency required, the criterion of satisfactory performance, the skills or process the employee must have or follow in performing the task, the knowledge or theory one must know to perform the task effectively, and attitudes and values needed to be successful in carrying out the task. Following the task analyses, a curriculum model provides a curriculum description, courses by quarters, and course descriptions with the suggested tasks to be taught in each course. (The task inventory is appended.) (LRA).

ED 198 314 CE 027 990

Overton, R. Jean And Others

Business Administration: Competency-Based Curriculum Development. A Curriculum Guide for a Two-Year Postsecondary Program.

North Carolina State Dept. of Community Colleges, Raleigh

Pub Date — 79

Note — 439p.; Not available in print copy due to print quality. Parts of appended materials will not reproduce well due to small print. For related documents see CE 027 988-994

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Business Administration, *Business Education, *Competency Based Education, *Job Analysis, *Managerial Occupations, Community Colleges, Course Descriptions, Curriculum Guides, Postsecondary Education, Two Year Colleges, Vocational Education

Identifiers — North Carolina

This business administration curriculum is designed to prepare an individual for entry into middle-management occupations in various businesses and industries. The first two chapters in the manual give an overview of business administration in the North Carolina community college system and the competency-based curriculum development project from which the curriculum was derived. Chapter 3 comprises the bulk of the manual and presents the actual curriculum. The first part of this chapter describes the purpose and need for a business administration curriculum, then provides basic business functions performed in management, a listing of standard and specific job competencies and criteria measures, a curriculum model, and course descriptions. The final chapter provides general guidelines for program implementation including a discussion of advisory committees, faculty, facilities and equipment, and references. Appended materials include the career opportunity survey instrument and results and the task survey instrument and results. (LRA).

ED 198 315 CE 027 991

Braswell, Robert And Others

Diesel Vehicle Maintenance Competencies.

North Carolina State Dept. of Community Colleges, Raleigh

Pub Date — 80

Note — 337p.; Appended survey data will not reproduce well due to small print. For related documents see CE 027 988-994

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC14 Plus Postage

Descriptors — *Auto Mechanics, *Diesel Engines, *Job Analysis, *Minimum Competencies, *Occupational Information, *Vocational Education, Community Colleges, Competency Based Education, Job Performance, Job Skills, Motor Vehicles, Postsecondary Education, Two Year Colleges

Designed to provide a model set of competencies, this manual presents tasks which were identified by employers, employees, and teachers as important in a postsecondary diesel vehicle maintenance curriculum. The tasks are divided into seven major component areas of instruction: chassis and suspension, diesel engines, diesel fuel, electrical, hydraulics, power trains, and service. For each of the 197 task statements, the task analysis identifies the competency required, the criterion of satisfactory performance, the skills or process the employee must have or follow in performing the task, the knowledge or theory one must know to perform the task effectively, and attitudes and values needed to be successful in carrying out the task. (The task inventory is appended.) (LRA).

ED 198 316 CE 027 992

Secretarial Science. Curriculum Guides for Two-YearPostsecondary Programs. Volume I.

North Carolina State Dept. of Community Colleges, Raleigh

Pub Date — 79

Note — 303p.; Not available in paper copy due to small and light print. For related documents see CE 027 988-994

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Business Education, *Competency Based Education, *Curriculum Development, *Job Analysis, *Office Occupations Education, *Secretaries, Community Colleges, Course Descriptions, Curriculum Guides, Educational Media, Instructional Materials, Minimum Competencies, Office Machines, Offices Facilities, Postsecondary Education, Program Development, Two Year Colleges

Identifiers — North Carolina

The first of three volumes in a postsecondary secretarial science curriculum, this manual provides a systematic approach to analyzing the tasks performed by office workers in designing and developing secretarial science programs. Following an introductory chapter that describes the organization of the manual, chapter 2 outlines the competency-based curriculum development project of which the manual is a part. In chapter 3, the North Carolina secondary business and office education program is described. Chapter 4 presents a discussion of curriculum advisory committees and student organizations. Recommendations for qualified faculty and staff and professional organizations are discussed in chapter 5. Suggestions for facilities, equipment, and instructional aids needed to implement a particular secretarial science program are presented in the sixth chapter. In the final chapter, secretarial and general office curricula are described and office and business education competencies are listed. Appended material includes task surveys and results, equipment lists, curriculum models, and the New Office and Business Education Learnings System (NOBELS) competencies. (Volume 2 and 3, containing the course syllabi and abstract, are also available.) (LRA).

ED 198 317 CE 027 993

Secretarial Science. Curriculum Guides for Two-YearPostsecondary Programs. Volume II.

North Carolina State Dept. of Community Colleges, Raleigh

Pub Date — 79

Note — 476p.; Not available in paper copy due to small, light print. For related documents see CE 027 988-994

Pub Type — Guides / Methods / Techniques — Classroom use —

Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Business Communication, *Business Education, *Competency Based Education, *Individual Development, *Office Occupations Education, *Secretaries, Business English, Community Colleges, Course Content, Course Descriptions, Course Objectives, Course Organization, Curriculum Guides, Interpersonal Relationship, Mathematics, Postsecondary Education, Program Development, Two Year Colleges

The second of three volumes in a postsecondary secretarial science curriculum, this manual contains course syllabi and abstracts of twenty-three courses included in the curriculum. Business and related courses abstracted include Introduction to Business, Business Mathematics, Business Law 1, Economics 1, and Survey of Data Processing Systems. General education courses abstracted include Grammar, Composition, Report Writing, Oral Communication, Business Communication, and Interpersonal Relationships and Communications. Each abstract is comprised of the following parts: course description, course hours per week, quarter hours credit, prerequisites, course content outline, and suggested textbooks. Course syllabi are provided for twelve secretarial science technical courses includingAccounting; Office Machines 1, 2, and 3; Office Management; Office Procedures; Personal Development; Principles of Supervision; and Records Management. Each course syllabus is comprised of the following parts: (1) course description; (2) course objectives; (3) major divisions of course content; (4) credits, hours, and prerequisites; (5) evaluation; (6) content outline; and (7) a bibliography. (Volumes 1 and 3 are also available.) (LRA).

ED 198 318 CE 027 994

Secretarial Science. Curriculum Guides for Two-YearPostsecondary Programs. Volume III.
North Carolina State Dept. of Community Colleges, Raleigh
Pub Date — 79
Note — 477p.; Not available in paper copy due to uneven print quality. For related documents see CE 027 988-993
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Competency Based Education, *Office Occupations Education, *Secretaries, *Shorthand, *Typewriting, Community Colleges, Course Content, Course Descriptions, Course Objectives, Course Organization, Curriculum Guides, Postsecondary Education, Program Development, Two Year Colleges
Identifiers — Word Processing

The third of three volumes in a postsecondary secretarial science curriculum, this manual contains course syllabi for thirteen secretarial science technical courses. Course titles include Shorthand 1-3; Shorthand Dictation and Transcription, 1-3; Terminology and Vocabulary: Business, Legal, Medical; Typewriting, 1-5; and Word Processing. Each course syllabus is comprised of the following parts: (1) course description; (2) course objectives; (3) major divisions of the course content; (4) credits, hours, and prerequisites; (5) evaluation; (6) content outline; and (7) a bibliography. (Volumes 1 and 2 are also available.) (LRA).

ED 198 320 CE 027 997

Thomas, Steven D.
Farm Record Keeping: An Instructional Unit for Teachers of Adult Education in Agriculture.
Kentucky Univ. Lexington. Coll. of Education
Spons Agency — Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education
Pub Date — 80
Note — 188p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC08 Plus Postage
Descriptors — *Adult Education, *Agricultural Education, *Farm Accounts, *Farm Management, *Recordkeeping, *Young Farmer Education, Accounting, Behavioral Objectives, Farm Occupations, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Records Forms, Vocational Education

This instructional unit on farm recordkeeping is intended as a guide for use by teachers in planning and conducting young farmer and/or adult education classes. The unit consists of thirteen problems on the

Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Records Forms, Vocational Education

This instructional unit on farm recordkeeping is intended as a guide for use by teachers in planning and conducting young farmer and/or adult education classes. The unit consists of thirteen problems on the
following topics: planning for farm recordkeeping, recording inventories, recording depreciable items, recording farm expenses, recording cash sales, recording resale items bought, recording capital items sold, recording capital items bought, recording resale items sold, recording social security data, recording income and non-farm expenses, recording a farm business summary, and managing taxes. Each problem contains an objective, a statement and an analysis of the problem, suggestions for teaching the lesson, and suggested teaching materials. Individual lessons include a variety of forms, charts, illustrations, and examples of selected tax- and bookkeeping-related computations. Appendixes (one-third of the unit) contain a bibliography of supplementary resources, a sample recordkeeping problem involving one year in the operation of an owner-operated farm, a glossary, and an instructional unit evaluation questionnaire for teachers of vocational agriculture. (MN).

ED 198 321 CE 028 002

Energy Awareness Curriculum, 1980.
Seward County Community Coll. Liberal, Kans
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 80
Note — 289p.; Some pages may not reproduce well due to light print. For related documents see CE 028 003-004
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC12 Plus Postage
Descriptors — *Adult Education, *Air Conditioning, *Building Design, *Conservation Education, *Energy Conservation, *Heating, Behavioral Objectives, Building Innovation, Community Colleges, Construction Process, Construction Materials, Continuing Education, Course Content, Depleted Resources, Equipment, Fuel Consumption, Fuels, Heat Recovery, Instructional Materials, Learning Modules, Lighting, Lighting Design, Motor Vehicles, Natural Resources, Postsecondary Education, Structural Elements Construction, Technical Education, Underground Facilities, Vocational Education

This curriculum guide contains course content for a series of "mini-courses" that can be presented in an adult continuing education program in area technical-vocational schools and community colleges. The program consists of nine modules, each divided into units and including learning objectives and student handouts. The modules cover the following areas: (1) awareness of the energy dilemma — an introduction and prerequisite for the other courses; (2) surveying energy usage — a brief assessment of the energy used in the United States by the various energy-user categories; (3) utility bills and economics of energy conservation — a discussion of energy pricing, the development of power utility rate structure, and natural gas rate fluctuations; (4) how to search for energy conservation opportunities — a presentation of opportunities forthe individual and the community to save and to conserve energy in the automobile, the home, and the use of appliances; (5) lighting conservation opportunities — lighting for energy conservation; (6) hot water heating conservation opportunities — techniques forselecting, installing, and operating the domestic hot water heater; (7) appliance energy conservation opportunities — techniques for purchasing, operating, and maintaining appliances; (8) building construction versus energy consumption — factors involved in building an energy-efficient home; and (9) heating, ventilating, and air conditioning conservation — principles of heating and cooling buildings. Lists of printed and audiovisual resources are included. (KC).

ED 198 322 CE 028 003

Solar Curriculum Guides, 1980.
Seward County Community Coll. Liberal, Kans
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 80
Note — 376p.; For related documents see CE 028 002-004

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC16 Plus Postage
Descriptors — *Air Conditioning, *Heating, *Solar Radiation, *Technical Education, *Technical Occupations, CommunityColleges, Curriculum Guides, Energy Conservation, Learning Modules, Postsecondary Education, Resource Materials
Identifiers — Energy Occupations

This document contains an outline for a curriculum to train solar energy technicians in community colleges. The guide contains eight courses, each of which is divided into one to five modules. Modules, in turn, are divided into units, and units contain student handouts appropriate to the material. The following eight courses are included in this curriculum guide: (1) solar applications and future technology; (courses 2 and 3 missing); (4) introduction to solar energy, with modules on the sun and radiation, solar energy collection, solar energy storage, solar systems, and future outlook for solar; (5) control theory and application, with a module on general control; (6) materials and fabrication, with modules on basic materials, fabrication, and air distribution; (7) collectors and energy storage, with modules on collectors, solar storage, and installation; and (8) solar heating and cooling systems, with modules on system designs, retrofitting, and servicing. Prerequisites for persons entering the solar energy technician curriculum and a list of resources are included. (KC).

ED 198 323 CE 028 004

Solar Technology Curriculum, 1980.
Seward County Community Coll. Liberal, Kans
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 80
Note — 62p.; For related documents see CE 028 002-003
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Air Conditioning, *Heating, *Solar Radiation, *Technical Education, *Technical Occupations, Community Colleges, Course Content, Curriculum Development, Energy Conservation Instructional Materials, Learning Activities, Postsecondary Education, Resource Materials
Identifiers — Energy Occupations

This curriculum guide contains lecture outlines and handouts for training solar technicians in the installation, maintenance, and repair of solar energy hot water and space heating systems. The curriculum consists of four modular units developed to provide a model through which community colleges and area vocational/technical schools can respond to training requirements and manpower needs as the market for solar systems progresses. The four units can serve as an extension of an existing occupational program oras a short-term intensive training program for individuals engaged in the heating and air conditioning industry. The four units include solar radiation and introduction to solar technology, solar construction techniques and materials, solar domestic hot water systems, and solar space heating systems. Each unit consists of performance objectives, presentation, training aids, and references; and some units contain learning activities. Twenty handouts for students cover the following topics: the earth's orbit, solar energy, heat transfer, Kansas laws concerning energy conservation and solar energy systems, terminology, basic systems, safety, soldering and brazing, symbols, valves, pumps, availability of solar energy, residential hot water requirements, design calculations, direct heating — thermosiphon system, direct heating — pumped system, indirect heating — pumped system with heat exchanger, active solar heating and cooling, common operating modes, and common problems. (Author/KC).

ED 198 360 CE 028 070

Dailey, Ross And Others
Retail Merchandising. An Advanced Level Option for Marketing and Distribution.
New York State Education Dept. Albany. Bureau of Business Education
Pub Date — 80
Note — 97p.; For related documents see ED 086 899, ED 110 597, ED 133 578, ED 135 945, ED 150 420, ED 150 422, and ED 154 239
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Distributive Education, *Merchandising, *Recordkeeping, *Retailing, Behavioral Objectives, Business Administration, Competency Based Education, Federal Legislation, Federal Regulation, High Schools, Learning Activities, Local Legislation, Marketing, Research Utilization, Services, State Curriculum Guides, State Legislation

This curriculum guide is designed to prepare secondary school students for entry-level and career-level positionsin the largest area of employment in distribution and marketing — retail merchandising. Developed for use in the twelfth grade competency cluster phase of New York State secondary marketing and distributive education program, this module builds on knowledge and skills presented in the "Distribution and Marketing Syllabus" (ED 110 597). Nine units are included: (1) Overview, (2) Merchandising, (3) Handling Goods, (4) Services Offered, (5) Store Operations, (6) Marketing Research, (7) Marketing Management, (8) Recordkeeping, and (9) Business and Government Regulations. Each unit contains a number of major content topics, under which performance objectives, content outlines, and suggested activities are correlated. Materials needed for some activities are provided in the appendixes. A list of references examined and/or used by the authors is also appended. Alternative resources are shown under suggested activities within the units. (YLB).

ED 198 374 CE 028 093

Military Curricula for Vocational & Technical Education. Entomology Specialist 1-5.
Air Force Training Command, Sheppard AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date — 75
Note — 333p
Available from — The National Center Clearinghouse, Dr. Shirley Chase, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ("Pictorial Keys" only; write for price)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC14 Plus Postage
Descriptors — *Agricultural Education, *Entomology, *Equipment Maintenance, *Equipment Utilization, *Pesticides, Agricultural Occupations, Agriculture, Behavioral Objectives, Course Descriptions, Curriculum Guides, Ecology, Herbicides, Insecticides, Learning Activities, Lesson Plans, Postsecondary Education, Rats, Safety, Secondary Education, Vocational Education, Zoology
Identifiers — Military Curriculum Project, Pest Control, Pests

This plan of instruction, lesson plans, and student study guides and workbooks for a secondary-postsecondary level course for an entomology specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The course includes training on procedures for insect and rodent control, collection and identification of specimens, determination of control measures, identification and use of treatment solutions, and operation and maintenance of insecticide dispersal equipment. Three blocks of instruction cover 155 hours: (1) Entomology Fundamentals, Pesticides, and Equipment (11 lessons, 49 hours); (2) Control of Medically Important Pests (9 lessons, 58 hours); and (3) Control of Economically Important Pests (7 lessons, 48 hours). A Specialty Training Standard for student evaluation is provided. The plan of instruction details the units of instruction, objectives, duration of lessons, and support materials needed. A study guide and a workbook are provided for each block. These materials contain objectives, reading assignments, and review exercises. Military manuals, commercial texts, and audiovisuals are recommended, but not provided. A pictorial reference ("Pictorial Keys") on insects is available from the National Center Clearinghouse — see availability statement. (YLB).

ED 198 375 CE 028 094

Military Curricula for Vocational & Technical Education. Programmer/

Analyst 4-4.
Department of the Army, Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date — 78
Note — 711p.; Not available in paper copy due to small and broken print
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF04 Plus Postage. PC Not Available from EDRS
Descriptors — *Computer Programs, *Computer Science Education, *Programing, *Programing Languages, Behavioral Objectives, Computers, Course Descriptions, Curriculum Guides, Learning Activities, Postsecondary Education, Programed Instructional Materials, Programers, Secondary Education, Technical Education
Identifiers — COBOL Programming Language, Military Curriculum Project

This program of instruction and various instructional materials for a secondary-postsecondary level course for programmer/analysts is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The eight-week, three-section course is designed to provide the skill to program electronic computers structured in COBOL and to code job streams using IBM, DOS, JCL, and utility programs. The program of instruction suggests a time schedule and gives the learning objective and reference(s) for each topic. Section 1, Data Representation, consists of a programmed text covering the binary, octal, and lexadecimal systems. Section 2, Basic COBOL Programming, contains a text and problem exercises with some answers. Topic areas include processing and updating a sequential file, producing an edited report and a report with calculations, processing external and internal tables, and debugging syntax errors. Section 3, Operating Systems, includes a text and programmed text. It focuses on disk operating systems (DOS) organization and operation. Specific topics include coding DOS Job Streams, DOS Librarian Programs, and DOS Utilities and Sorts. (YLB).

ED 199 379 CE 024 528

Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13.
Brooke Army Medical Center, Fort Sam Houston, Tex. Health Care Research Div. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date — 75
Note — 428p.; An accompanying text for this course, Orthopedic Nursing Procedures, is available on loan from The National Center Clearinghouse, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC18 Plus Postage
Descriptors — *Anatomy, *Health Occupations, *Human Body, *Job Skills, *Medical Services, *Technical Education, Adult Education, Behavioral Objectives, Educational Objectives, Grade 11, High Schools, Instructional Materials, Learning Activities, Postsecondary Education, Skills, Tests, Vocational Education
Identifiers — Military Curriculum Project, Orthopedics

These military-developed curriculum materials for acourse for orthopedic specialists are targeted for students from grades 11 through the adult level. The course is designed to provide a working knowledge of the application of casts, traction, and splints to orthopedic patients and the removal of these devices; a working knowledge of assisting in minor surgical procedures; and a general knowledge of human anatomy and basic orthopedic principles. The course consists of nine academic subject areas covering 183 hours of instruction. The course package consists of a list of instructional objectives, description of the scope of subjects covered in the course, instructional guides, two technical manuals, demonstrations, and sample examinations. Subjects covered in the manuals are anatomy and physiology, care and handling of orthopedic patients, medical terminology, orthopedic conditions, methods and materials used for orthopedic appliances, supply procedures, patient relationship, and practical aspects of clinical management and application of orthopedic appliances. Demonstrations deal with the application of various types of casts and bandages. A text, Orthopedic Nursing Procedures, is to be used in conjunction with this course — see note. (MN).

ED 199 386 CE 026 990

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.
State Univ. of New York, Farmingdale. Agricultural and Technical Coll
Spons Agency — New York State Education Dept. Albany
Pub Date — 78
Contract — VEA-78-3C-794. VEA-464-36B
Note — 158p.; Not available in paper copy due to light and broken print
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reports — Evaluative / Feasibility (142)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Conservation Education, *Energy Conservation, *Laboratory Equipment, *Laboratory Experiments, *Programed Instruction, *Solar Radiation, Behavioral Objectives, Continuing Education, Energy, Guides, Higher Education, Instructional Materials, Laboratory Manuals, Laboratory Procedures, Learning Activities, Power Technology, Technical Education

A programmed instruction course was developed, consisting of fifteen experiments encompassing eleven separate pieces of equipment operational in a solar and energy conservation lab. The programmed instruction manual for the lab was evaluated and revised during a workshop. This evaluation indicated that both the lab and manual are valuable tools aiding in efforts to conserve fossil fuels. The manual, which is also provided, consists of nine sections and an appendix. The first two sections contain programmed experiments involving a solar cycle trainer and solar schematic trainer. Section 3 provides power solar trainer instructor and trainee manual materials. Section 4, which deals with a heat pipe, contains general characteristics of the heat pipe, a simplified theoretical analysis, an introduction to a heat pipe mini-lab, and suggested experiments for the mini-lab. Computer programs dealing with the cooling and heating modes of a solar-assisted heat pump and an air-to-air solar trainer are contained in sections 5-7. Section 8, which deals with heat pump technology, contains a review of the simulated system and two practice exercises. Section 9 presents a sampleprint-out covering a domestic solar hot water heater. An appendix discusses teaching the principles of solar energy in the undergraduate engineering laboratory. (MN).

ED 199 409 CE 028 151

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Bureau of Occupational and Adult Education(DHEW/OE), Washington, D. C.
Pub Date — 80
Contract — G007603930
Note — 95p.; For related documents see CE 028 152-169. Parts may not reproduce clearly
Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 A-1, $6.25; Part I of set, RD 194 A1-A3, plus D: $18.00; Part II of set, RD 194 B1-B7, plus D: $35.00; Part III, RD 194 C1-C8, plus D: $40.00; entire set of eighteen documents, $70.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Business Administration Education, *Standards, Adult Education, Behavioral Objectives, Business Administration, Competency Based Education, Costs, Curriculum Guides, Higher Educa-

tion, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the three instructional units in Part I is understanding businesses. Unit Afocuses on defining small business. It provides information on standards used to identify small businesses, different types of small businesses, and their impact on the economic system. Other topics include scope and trends of small business, start-up costs, future outlook, causes of business success and failure, and tasks of the entrepreneur. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide containsthe teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 410 CE 028 152

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 89p.; For related documents see CE 028 151-169. Parts may not reproduce clearly

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus OH 43210 (RD 194 A-2, $5.50. For prices ofparts of the set and the entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Business Administration Education, *Individual Characteristics, *Job Skills, *Success, Adult Education, Behavioral Objectives, Business Administration, Career Planning, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the three instructional units in Part I is understanding businesses. Unit B focuses on individual and motivational makeup of successful entrepreneurs. Intended to help the individual decide realistically if he/she should become an entrepreneur, the unit highlights motives characteristically associated with entrepreneurial behavior and identifies personal qualities/skills/characteristics deemed essential to successful entrepreneurial activity. A discussion of problem solving and decision making is included to aid in planning career goals and developing achievement-oriented goals. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms arefound at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 411 CE 028 153

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 84p.; For related documents see CE 028 151-169. Parts may not reproduce clearly

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 A-3, $5.50. For prices of parts of sets and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Business Administration Education, *Failure, *Guidelines, *Success, Adult Education, Behavioral Objectives, Business Administration, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the three instructional units in Part I is understanding business. Unit C focuses on business failure and success. It examines such topics as distinguishing the successful entrepreneur from the unsuccessful, guidelines to promote success, preparation of a potential entrepreneur, main causes for business failure and success, and the importance of preparation by the entrepreneur. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 412 CE 028 154

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 57p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 B-1, $3.80. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Business Administration, *Business Administration Education, *Planning, Adult Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily

for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit A focuses on developing a business plan. It includes information about (1) the planning function, (2) what business plans include, (3) why a business plan should be developed, and (4) how a business plan can be used. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography is appended. The four-page instructor's guide containsthe teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 413 CE 028 155

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 60p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 B-2, $3.80. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Business Administration Education, *Site Analysis, *Site Selection, Adult Education, Behavioral Objectives, Business Administration, Competency Based Education, Curriculum Guides, Geographic Location, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Site Development, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is on establishing a business. Unit B focuses on choosing a business location. It acquaints the student with some factors that should be considered when selecting the business site. Some topics include buying an existing business and site selection for various types of businesses. Activities are designed to provide first-hand experience in looking for, finding, and selecting a business site. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 414 CE 028 156

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 75p.; For related documents see CE 028 151-169

Available from — National Center for Publications, The National Centerfor Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 B-3, $5.10. For prices for parts of set and the entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Business Administration Education, *Contracts, *Insurance, *Legal Responsibility, Adult Education, Behavioral Objectives, Business Administration, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit C focuses on legal issues that affect the small business owner. It presents the basic concepts and vocabulary that should be understood for successful small business operation. Among the topics covered are contracts and agreements, including sales contracts, leases, and mortgages. The unit also discusses business insurance coverage and liabilities. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 415 CE 028 157

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 124p.; For related documents see CE 028 151-69. Parts may not reproduce clearly

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 B-4, $7.75. For prices of parts of the set and the entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Legal / Legislative / Regulatory Materials (090)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Business Administration Education, *Federal Regulation, *Laws, *Taxes, Adult Education, Behavioral Objectives, Business Administration, Certification, Competency Based Education, Curriculum Guides, Federal Legislation, Higher Education, Instructional Materials, Learning Activities, Local Legislation, Postsecondary Education, Pretests Posttests, Public Agencies, Self Evaluation Individuals, State Legislation, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit D focuses on business regulations at the local, state, and federal levels affecting the operation of small businesses. It covers basic vocabulary and concepts concerning government rules and regulations and discusses government agencies, legislation, licensing regulations, and tax laws. The "Annotated List of Rules and Regula-

tions" at the end of the unit provides an overview of and reference for government regulations. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit F focuses on financing the business. It introduces some basic financial concepts and statements and provides help in locating and distributing one's financial resources. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms arefound at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 416 CE 028 158

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 98p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 B-5, $6.25. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Business, *Business Administration, *Business Administration Education, *Organization, Adult Education, Behavioral Objectives, Competency Based Education, Criteria, Curriculum Guides, Decision Making, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Ownership, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit E focuses on the three major types of business ownership: sole proprietorship, partnership, and corporation. Information on franchising and cooperatives is also included. Topics include basic steps in establishing each form; choosing the right form of ownership or organization; characteristics, advantages, and disadvantages of each form of organization; and different types of operations in relation to the types of ownership. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 417 CE 028 159

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date -- 80

Contract — G007603930

Note — 129p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 B-6, $7.75. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC06 Plus Postage

Descriptors — *Business Administration, *Business Administration Education, *Costs, *Financial Support, *Money Management, Adult Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Records Forms, Reports, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit F focuses on financing the business. It introduces some basic financial concepts and statements and provides help in locating and distributing one's financial resources. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms arefound at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 418 CE 028 160

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194B-7.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 87p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 B-7, $5.50. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Business Administration, *Business Administration Education, *Publications, *Resources, *Services, Adult Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Females, Higher Education, Instructional Materials, Learning Activities, Minority Groups, Needs Assessment, Postsecondary Education, Pretests Posttests, Public Agencies, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing business. Unit G focuses on obtaining managerial assistance. It discusses various resources available, shows how to assess assistance needs, and provides guidelines for selecting resources. Agencies, services, and publications useful to the small ousiness owner are listed. Attention is given to women, minority groups, and others for whom special resources are available. Resources gained through purchase of a franchise or membership in an affiliation are discussed. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).
a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 419 CE 028 161

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 89p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-1, $5.50. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Administrator Role, *Business Administration, *Business Administration Education, *Decision Making, *Planning, Administrator Characteristics, Adult Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Personnel Management, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Supervision, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit A focuses on the management process. It details various management functions, such as planning work, organizing people and resources for work, actuating work, and controlling and evaluating work. Examples illustrate ways in which the quality of work management can "make or break" a small business. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography is appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 420 CE 028 162

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 100p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-2, $6.25. For prices of parts of set and the entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Business Administration, *Business Administration Education, *Money Management, Adult Education, Behavioral Objectives, Competency Based Education, Costs, Curriculum Guides, Financial Policy, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit B focuses on good financial management techniques. It is designed to provide first-hand information in implementing basic financial management principles and strategies. Topics include financial statements, analyzing these statements, determining break-even points, and computing various operating ratios. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms arefound at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 421 CE 028 163

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 93p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-3, $5.50. For prices for parts of the set and the entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Business Administration, *Business Administration Education, *Money Management, *Recordkeeping, *Records Forms, Adult Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but can be adapted for special groups or vocational teacher educa-

tion. The emphasis of the eight instructional units in Part II is operating a business. Unit C focuses on record keeping. It introduces some of the most commonly used and most effective business record keeping forms available to small businesses. Topics include "how-to" techniques to make record keeping more understandable and workable; keeping business checkbooks, journals, ledgers, daily cash, and sales summaries, and other financial statements; and payroll, inventory, and production records. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 422 CE 028 164

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 141p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-4, $8.25. For prices of parts of the set and the entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC06 Plus Postage

Descriptors — *Business Administration Education, *Marketing, *Merchandising, *Purchasing, Adult Education, Advertising, Behavioral Objectives, Business Administration, Competency Based Education, Credit Finance, Curriculum Guides, Decision Making, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit D focuses on market management. It provides information on typical marketing problems of the small manufacturing business, service firm, wholesaling enterprise, and retailing business and offers suggestions for making the right marketing decisions. The marketing functions included are market research, product planning, pricing, selling on credit, purchasing, stockkeeping and inventory control, channels of distribution, and advertising and sales promotion. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms arefound at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 423 CE 028 165

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 97p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-5, $6.25. For prices of parts of the set and the entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Business Administration Education, *Retailing, *Salesmanship, Adult Education, Behavioral Objectives, Business Administration, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in part III is operating a business. Unit E focuses on personal (face-to-face) selling. It discribes how to find, understandm and work with customer for one's product or service. The characteristics of good salespeople and the steps of the sales process are also discussed. The self-tests and activities are intended to help improve one's personal selling technique and the effectiveness of salespeople for the business. Material is organized into three levels of learning which progress from simple to complex concepts: exposure, exploration, and preparation/adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/ learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 424 CE 028 166

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 71p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-6, $5.10. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques Classroom Use — Teaching Guides (052).

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Businesss Administration Education, *Employer Employee Relationship, *Employment Practices, *Personnel Management, Adult Education, Behavioral Objectives, Business Administration, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Personnel Policy, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Unions, Units of Study, Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postseconday level, including four-level colleges and adult education, but it can be adapted for special groups or voctional teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit F focuses on proper management of human recources. It provides information on putting together a program that will fulfill a company's needs. Material is organized into three levels of learning which progress from simple to complx concepts: exposure, exploration, and preparation / adaptation. Each level contains preassessment;

teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide containsthe teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 425 CE 028 167

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 59p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-7, $3.80. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Business Administration Education, *Business Responsibility, *Community Relations, *Public Relations, Administrator Role, Adult Education, Advertising, Behavioral Objectives, Business Administration, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Interaction, Learning Activities, Participation, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups of vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit G focuses on community relations. It discusses ways in which an entrepreneur can help his/her business to interact succesfully with its community. Among the specific topics addressed are the entrepreneur's (1) participation in community organizations, (2) advertising and public releases, and (3) development of a community relations plan. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 426 CE 028 168

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 68p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-8, $3.80. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Alarm Systems, *Business Administration Education, *Crime, *Insurance, Adult Education, Behavioral Objectives, Business, Business Administration, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation Individuals, Units of Study

Identifiers — Entrepreneurs, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in part III is operating a business. Unit H focuses on business protection. It discusses the most common types of business crime. Among the topics addressed are shoplifting, stock shortages, embezzlement, and burglary. The various types of business protection, ranging from alarms to insurance, are explained. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/ learning delivery suggestions, and pre/postassessment suggested responses. (YLB).

ED 199 427 CE 028 169

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 80

Contract — G007603930

Note — 49p.; For related documents see CE 028 151-169

Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (RD 194 C-8, $3.80. For prices of parts of set and entire set see CE 028 151)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reference Materials — Vocabularies / Classifications (134)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Businesss Administration, *Business Administration Education, *Information Sources, *Publications, *Resource Materials, Adult Education, Glossaries, Higher Education, Postsecondary Education, Resources, Scholarly Journals

Identifiers — Entrepreneurs, Small Businesses

This Program for Acquiring Competence in Entrepreneurship (PACE) resource guide contains an "Annotated Glossary of Buesiness Terms" and listings of sources of information. The glossary includes approximately 100 terms, of which the instructor should have working knowledge. It may also be used as a handout for students. Sources of information are grouped under these four headings: United States (U. S.) Government Publications, Business and Professional Periodicals, National Trade Associations, and Small Business Administration Publications. U.S. Government Publications and Small Business Administration Publications list specific titles as well as prices and availability. (Small Business Administration office addresses are provided in a final section, where they are listed alphabetically by state.) The listing of business and professional journals cites titles of general business magazines, trade papers, and professional journals that have articles on entrepreneurship and consumer credit. In the section on national trade associations are contained addresses of associations from which information on membership and availability of publications on activities may be obtained. (YLB).

ED 199 460 CE 028 229

Smith, Earle L.

Power Line Technician's Training. Instructional Units.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date — 78

Note — 854p.; Prepared in cooperation with the Rural Electric Cooperatives of Oklahoma

Available from — Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1515 West 6th Ave. Stillwater, OK 84074

Pub Types — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF05 Plus Postage. PC Not Available from EDRS

Descriptors — *Electrical Occupations, * Electricity, *Inservice Education, *Technical Education, *Training, Adult Education, Course Content, Curriculum Guides, Instructional Materials, Learning Activities, On the Job Training, Postsecondary Education, Staff Development

Identifiers — Oklahoma, Power Line Technicians

These instructional units, developed in Oklahoma, are designed for training power line technicians for rural electric cooperatives. Planned to help current employees advance in knowledge and skill, the instructional materials are divided into seven areas of training. Laborer; Groundworker or Equipment Operator; Power Line Technician, Step 1; Power Line Technician, Step 2, Power Line Technician, Step 3; Power Line Technician Step 4; and Journey Line Technician. Each area includes three to nine instructional units. Each unit contains a unit objective, specific objectives, suggested activities, information sheet test and test answers, and suggested activities. A list of references used in preparing the instructional materials is included. (KC).

ED 199 461 CE 028 231

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.

Arkansas Univ. Fayetteville. Dept. of Vocational Education

Spons Agency — Arkansas State Board of Vocational Education, Little Rock

Pub Date — 81

Note — 283p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC12 Plus Postage

Descriptors — *Adjustment to Environment, *Displaced Homemakers, *Job Search Methods, *Job Skills, *Resource Allocation, *Self Actualization, Adult Development, Adult Education, Adults, Adult Vocational Education, Curriculum Guides, Employment Interviews, Family Environment, Females, Individual Development, Individual Power, Interests, Learning Modules, Money Management, Needs Assessment, Postsecondary Education, Self Evaluation Individuals, Self Help Programs

Identifiers — Arkansas

This curriculum guide, which is a product of an Arkansas project to develop employability services for displaced homemakers and others, is organized in a module format. The first section of the guide contains suggestions for teachers in organizing classes. An introduction to using the module format is given in that section with a topic outline of content. Nineteen modules follow, arranged in two divisions of pre-employability skills and personal resource management offerings. Pre-employment curriculum units cover such topics as needs assessment, interest inventories, assertiveness, responsibility, appearance, locating jobs, job applications and interviews, and managing a job. The personal resources management units cover areas of money and time management, education, skills, creativity, coping with stress, family cooperation, decision making, communication, and personal contact networks. Each module contains instructions to teacher, instructional objectives, evaluation procedures, learning activities, subject matter, and supplementary materials. Appendixes to the document contain a list of participants in the Homemakers in Transition project and samples of an agency information card, a flyer to advertise the program, and a news article. (KC).

ED 199 462 CE 028 238

Sarvis, Robert E.

Energy Management Technician Curriculum Development. Final Report.

Edmonds Community Coll. Lynwood, Wash

Spons Agency — Washington State Commission for Vocational Education, Olympia

Pub Date — 80

Note — 350p.; Some pages will not reproduce well due to light, broken type. Appendix H was removed due to confidential information

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055). Reports — Descriptive (141)

EDRS Price — MF01/PC14 Plus Postage

Descriptors — *Curriculum Development, *Energy, *Energy Conservation, *Paraprofessional Personnel, *Technical Education, Building Trades, Community Colleges, Course Content, Curriculum, Curriculum Guides, Instructional Materials, Resources, Teaching Methods, Two Year Colleges

Identifiers — Energy Management, Energy Occupations

This document is the result of an effort to develop a comprehensive curriculum to train community college students as energy management technicians. The main body of the document contains the energy management technician training curriculum and course content for the proposed courses in the two-year sequence; a report of how the curriculum was developed and evaluated makes up the rest of the document. The curriculum addresses the following needs: updating technical skills for design and review of energy systems; acquiring familiarity with historical approaches and current technologies for energy conversion and use; developing management abilities; and learning how to establish a viable energy management organization. Content areas covered in the curriculum include an introduction to energy issues and policies, materials and design in conservation, solar energy concepts, advanced solar energy concepts, renewable energy systems, fundamentals of heat transfer, energy usage of commercial buildings, energy auditing/calculations, energy control devices, energy building codes, updating seminars, and on-the-job training. Each course description contains student objectives and characteristics, teaching methodology, supplemental instructional materials, and films and reference sources. (KC).

ED 199 469 CE 028 247

Supplement for Teaching Distributive Education II: Course of Study.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center. Oklahoma State Univ. Stillwater

Pub Date — 80

Note — 154p.; For a related document see ED 140 030

Available from — Curriculum and Instructional Materials Center, 1515 W. Sixth Ave. Stillwater, OK 74074 ($4.25 in Oklahoma; $4.75 outside Oklahoma)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Advertising, *Distributive Education, *Merchandising, *Retailing, *Salesmanship, Behavioral Objectives, Bulletin Boards, Case Studies, Communication Thought Transfer, Educational Games, Human Relations, Learning Activities, Money Management, Puzzles, Review Reexamination, Role Playing, Sales Occupations, Secondary Education, Transparencies, Visual Aids

Identifiers — Crime Prevention, Distributive Education Clubs of America, Shoplifting

This supplement is designed to provide motivational ideas for teaching the competencies in the curriculum guide, D.E. II — Course of Study (see note). Effort is made to provide ideas for teaching specific objectives for which there was not already a method recommended. Many of the suggested activities are ready to duplicate, trace, or implement with a few simple procedures or materials. Others may be adapted for another unit or other material. Information provided for each activity includes unit name, unit number, section letter, objective(s) number, name of activity, and directions and materials needed. These types of activities are provided: bulletin boards, puzzles, mobiles, transparency masters, review activities, posters, games, handouts, role playing, and case studies. Unit titles are (1) Introduction to Distributive Occupations; (2) DECA: (3) Handling Money; (4) Shoplifting Prevention; (5) Communication; (6) Human Relations;(7) Pre-Approach, Approach, Determining Need (selling aproaches); (8) Presentation; (9) Overcoming Objections, Close, Suggestion, Selling, and Reassurance; (10) Display; (11) Advertising Media; (12) Advertising Layout; (13) Merchandising; (14) Store Organization; and (15) Economics of Free Enterprise. Answers to puzzles are appended. (YLB).

ED 199 470 CE 028 257

Working with the Handicapped in the Vocational Home Economics Classroom.

Ohio State Dept. of Education, Columbus. Div. of Vocational Home Economics

Report No. — HE-WWH-7238

Pub Date — 79

Note — 263p

Available from — Instructional Materials Laboratory, 1885 Neil Ave. Room 122, Columbus, OH 43210 ($5.00. For Ohio, 1-100 copies, 10% discount; 101 copies or more, 20% discount. Other states, 101 copies or more, 20% discount)

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Legal / Legislative / Regulatory Materials (090)

EDRS Price — MF01/PC11 Plus Postage

Descriptors — *Disabilities, *Individualized Education Programs, *Mainstreaming, *Occupational Home Economics, *Teaching

Methods, *Vocational Education, Accessibility for Disabled, Definitions, Diseases, Educational Legislation, Educational Resources, Handicap Identification, Hearing Impairments, High Schools, Home Economics, Learning Disabilities, Mental Retardation, Physical Disabilities, Students, Visual Impairments
Identifiers — Education for All Handicapped Children Act

This supplement is designed to aid vocational home economics teachers teaching handicapped students in the regular classroom. The first three sections provide background information on legislation affecting teaching of handicapped students in regular classrooms (Public Law 94-142), and definitions of terms associated with these laws; an explanation of the assessment/placement procedure; and information on Individualized Educational Programs (IEPs). The fourth section defines various handicaps and suggests ways teachers can adapt lessons to include students with these handicaps. Handicaps included are mental retardation, hearing impairment, orthopedic handicaps, visual impairment, and learning disabilities. Lists of resources for working with each of these groups also are included. The fifth section provides instructions on completing instructional plans, while the sixth section contains classroom management and teaching strategies. A list of resources and annotated bibliographies also is included. (KC).

ED 199 475 CE 028 276

Albracht, James, Ed
Kansas Farm and Ranch Management Project.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 78
Note — 816p.; Some pages will not reproduce well due to light print
Available from — Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF05/PC33 Plus Postage
Descriptors — *Agricultural Education, *Agricultural Production, *Core Curriculum, *Farm Management, *Recordkeeping, *Vocational Education, Credit Finance, Curriculum Guides, Farmers, Farm Labor, Learning Activities, Marketing, Postsecondary Education

Thirty-four units of instruction are included in this core curriculum in farm management for postsecondary farm and ranch management programs. Units of instruction are divided into twelve instructional areas: (1) Introduction to Financial Management, (2) Farm Business Arrangement, (3) Credit Management, (4) Budgeting, (5) Record Keeping, (6) Record Analysis, (7) Labor Management, (8) Marketing, (9) Tax Management, (10) Risk Management, (11) Farm Business Center, and (12) Estate Planning. Each unit follows a typical format that includes terminal objectives, specific objectives, suggested activities, instructional materials, references, information sheets, transparency masters, assignment sheets, and tests. (LRA).

ED 199 483 CE 028 291

Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 45p.; For related documents see CE 028 292-294, CE028 296-301, CE 028 303-306, and CE 028 308-318
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Bilingual Education, *Classification, *Food Standards, *Meat, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education
Identifiers — Meat Cutters

This module on meat grades and classes is the first of three (CE 028 291-293) in the meat cutting course of a bilingual skills training program. The course is designed to furnish theoretical and laboratory experience in the cutting of beef, pork, poultry, lamb, and mutton. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify classes and grades of beef, veal, pork (hog), chicken, turkey, mutton, and lamb; to identify methods of preserving poultry and fish and seafood; and to identify forms in which fish and seafood may be marketed. Contents include list of module objectives; pretest; five sections on (1) beef and veal, (2) pork, (3) poultry, (4) lamb and mutton, and (5) fish and seafood; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 484 CE 028 292

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 38p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Bilingual Education, *Equipment Utilization, *Safety, *Sanitation, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Equipment Maintenance, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Meat, Occupational Information, Postsecondary Education, Pretests Posttests, Safety Education, Second Language Learning, Service Occupations, Trade and Industrial Education
Identifiers — Meat Cutters

This module on job classification, tools, sanitation, and safety is the second of three (CE 028 291-293) in the meat cutting course of a bilingual skills training program. The course is designed to furnish theoretical and laboratory experience in the cutting of beef, pork, poultry, lamb, and mutton. Module objectives are for students to develop trade-related Spanish/English vocabulary and to identify job classifications in a retail meat market; proper use and maintenance of meat cutting hand tools; power equipment, its usage, and cleaning procedures; sanitation procedures; and meat market safety rules. Contents include list of module objectives; pretest; five sections on (1) meat cutters, (2) hand tools, (3) power equipment, (4) sanitation, and (5) safety; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 485 CE 028 293

Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 38p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Bilingual Education, *Classification, *Food Standards, *Meat, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education
Identifiers — Meat Cutters

This module on identifying and cutting of meat and by-products is the third of three (CE 028 291-293) in the meat cuttingcourse of a bilingual skills training program. The course is designed to furnish theoretical and laboratory experience in the cutting of beef, pork, poultry, lamb, and mutton. Module objectives are for students to develop trade-related Spanish/English vocabulary and to identify ways to determine meat freshness and tenderness; bone structures which determine names of cuts; primal and retail cuts of beef, veal, pork, lamb, mutton, and chicken; and edible and inedible by-products. Contents

This module on bacteriology is the first of ten (CE028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary; to classify and define bacteria as to types; to name and illustrate members of the cocci, spirilla, and bacilli families and name diseases caused by each; and to define and give examples of parasites and saprophytes. Contents include list of module objectives; pretest; five sections on (1) definition of bacteria, (2) classification of bacteria, (3) cocci and spirilla bacteria, (4) bacilli bacteria, and (5) saprophytes and parasites; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 498 CE 028 309

Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 39p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Disease Control, *Sanitation, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Cosmetology, Diseases, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education

Identifiers — Bacteria

This module on sterlization and sanitation is the second of ten (CE 028 308-318) in the barbering/cosmetology course ofa bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to list natural defenses of the human body against pathogenic bacteria, to name three main types of vaccines and how they are made, to define sterlization and sanitation, and to list physical and chemical agents of sterlization and sanitation. Contents include list of module objectives; pretest; four sections on (1) natural defenses against bacteria, (2) medical defenses against bacteria, (3) physical agents of sterilization and sanitation, and (4) chemical agents of sterilization and sanitation; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension to the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 499 CE 028 310

Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 55p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Cytology, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Biology, Cosmetology, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Spanish, Trade and Industrial Education

Identifiers — Cells (Biology)

This module on cells is the third of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to defineand describe cells, to draw the structure of a cell and explain each part and its function; to describe cell reproduction, and to define and explain how tissues and organs are formed. Contents include list of module objectives; pretest; five sections on (1) definition of a cell; (2) function, shapes, and sizes of cells; (3) basic structure of a cell, (4) growth and reproduction of a cell; and (5) tissues and organs formed by cells; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 500 CE 028 311

Bilingual Skills Training Program. Barbering/Cosmetology. Module 4.0: Skeletal System.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 58p.; Not available in paper copy due to light print. For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Human Body, *Spanish, *Vocabulary Development, Adult Vocational Education, Anatomy, Behavioral Objectives, Cosmetology, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education

Identifiers — Skeletal Systems

This module on the skeletal system is the fourth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skill training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to name the nine systems found in the human body, to identify the three basic parts of the skeletal system and the function of each, to identify the types and structure of a bone, and to identify the eight bones of the cranium and the fourteen bones of the face. Contents include list of module objectives; pretest; five sections on (1) systems, (2) skeletal system, (3) types and structure of a bone, (4) eight bones of the cranium, and (5) fourteen bones of the face; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 501 CE 028 312

Bilingual Skills Training Program. Barbering/Cosmetology. Module 5.0: Nervous System.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 54p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Human Body, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Cosmetology, Individualized Instruction, Learning Activities, Learning Modules, Physiology, Postsecondary Education, Pretests Posttests, Second Language

Learning, Service Occupations, Trade and Industrial Education
Identifiers — Nervous System

This module on the nervous system is the fifth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to describe components and function of the nerve cell, to name types of nerves, to identify the main parts of the nervous system; to locate the cranial and cervical nerves, and to name methods for stimulating the nerves. Contents include list of module objectives; pretest; five sections on (1) nerve cell, (2) types of nerves, (3) division of the nervous system, (4) cranial nerves, and (5) nerve fatigue and relaxation; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 502 CE 028 313

Barbering/Cosmetology, Module 6-10: Bilingual Vocational Language Development Workbook.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 60p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Spanish, *Vocabulary Development, Adult Vocational Education, Anatomy, Cosmetology, Human Body, Individualized Instruction, Language Acquisition, Learning Activities, Physiology, Postsecondary Education, Second Language Learning, Service Occupations, Trade and Industrial Education, Workbooks

This vocabulary language development workbook accompanies modules 6-10 in the barbering/cosmetology course of the Bilingual Skills Training Program (CE 028 314-318). For each module the trade-related vocabulary to be learned and practiced is first presented in both English and Spanish. Various types of activities and exercises using both the English and Spanish vocabulary are then provided, including alphabetizing, unscrambling letters, translation, finding words in puzzles, and matching Spanish to English terms. Directions are generally given in both English and Spanish. (YLB).

ED 199 503 CE 028 314

Bilingual Skills Training Program. Barbering/Cosmetology. Module 6.0: Muscular System.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 34p.; Some pages will not reproduce well due to light print. For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Human Body, *Spanish, *Vocabulary Development, Adult Vocational Education, Anatomy, Behavioral Objectives, Cosmetology, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education
Identifiers — Muscular System

This module on the muscular system is the sixth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to describe function of and differentiate among the three types of muscles, to define basic characteristics of muscles, and to locate and identify the function of the basic muscles of the head, face, and neck. Contents include list of module objectives; pretest; three sections on (1) muscles and tissues, (2) characteristics of muscles, and (3) muscles of the head, face, and neck; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: Vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 504 CE 028 315

Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 35p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Human Body, *Spanish, *Vocabulary Development, Adult Vocational Education, Anatomy, Behavioral Objectives, Cosmetology, Diseases, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education
Identifiers — Endocrine System

This module on the endocrine system is the seventh of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory epxerience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to describe the endocrine system, to identify and describe the function of the three types of duct glands and all the ductless glands, and to name common skin and scalp disorders. Contents include list of module objectives; pretest; four sections on (1) endocrine system, (2) duct glands, (3) ductless glands, and (4) skin and scalp disorders; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 505 CE 028 316

Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 35p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Human Body, *Spanish, *Vocabulary Development, Adult Vocational Education, Anatomy, Behavioral Objectives, Cosmetology, Individualized Instruction, Learning Activities, Learning Modules, Physiology, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education
Identifiers — Excretory System

This module on the excretory system is the eighth (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to discuss the importance of knowledge of systems in the human body to cosmetologists and barbers, to discuss perspiration and its importance, and to describe function of the kidneys, liver, large intestine, and lungs. Contents include list of module objectives; pretest; four sections on (1) The Body is a Wonderful Machine, (2) Is It Healthy to Perspire? (3) The Kidneys, and (4) Vital Organs of the Excretory System; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 506 CE 028 317

Bilingual Skills Training Program. Barbering/Cosmetology. Module 9.0: Respiratory System.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 36p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

include list of module objectives; pretest; four sections on (1) meat appearance and bone structure, (2) primal meat cuts, (3) retail meat cuts, and (4) animal by-products; posttests; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 486 CE 028 294

Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 57p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Auto Mechanics, *Bilingual Education, *Postsecondary Education, *Spanish, *Vocabulary Development, Adult Vocational Education, Individualized Instruction, Language Acquisition, Learning Activities, Motor Vehicles, Second Language Learning, Skilled Occupations, Trade and Industrial Education, Workbooks

This vocabulary language development workbook accompanies modules 1-6 in the auto mechanics course of the Bilingual Skills Training Program (CE 028 296-301). For each module the trade-relatedvocabulary to be learned and practiced is first presented in both English and Spanish. Various types of activities and exercises using both the English and Spanish vocabulary are then provided, including alphabetizing, unscrambling letters, translation, finding words in puzzles, and matching Spanish to English terms. Directions are generally given in both English and Spanish. (YLB).

ED 199 487 CE 028 296

Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 41p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Auto Mechanics, *Bilingual Education, *Fire Protection, *Safety, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Safety Education, Second Language Learning, Skilled Occupations, Trade and Industrial Education

This module on safety is the first of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to define safety, to list rules for fire prevention in the shop and while using lifting devices, and to describe safe work clothing. Contents include list of module objectives; pretest; five sections on (1) definition of safety and maintenance, (2) using tools and equipment, (3) fire prevention, (4) proper clothing, and (5) lifting devices; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions in Spanish and English; vocabulary; concepts (statements or questions to direct reading); readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB).

ED 199 488 CE 028 297

Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 44p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Auto Mechanics, *Bilingual Education, *Electrical Systems, *Engines, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, Trade and Industrial Education

Identifiers — Ignition Systems

This module on ignition systems is the second of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to name functions and circuits of an ignition system, to explain how voltage is increased by the coil and the spark is delivered by the distributor, and to name common problems caused by a faulty ignition system. Contents include list of module objectives; pretest; five sections on (1) ignition systems, (2) primary and secondary circuits, (3) how voltage is increased, (4) delivery of the spark to the proper cylinder, and (5) problems of the primary and secondary circuits; posttests; and English/Spanish vocabulary list. Each section is organized into this format: instructions in Spanish and English; vocabulary; and concepts (statements or questions to direct reading); readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB).

ED 199 489 CE 028 298

Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 44p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Auto Mechanics, *Bilingual Education, *Engines, *Fuels, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, Trade and Industrial Education

Identifiers — Automotive Fuel Systems

This module on the automotive fuel system is the third of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to name and explain the function of the four main parts of an automotive fuel system, and to name the most common problems of a fuel system. Contents include list of module objectives; pretest; five sections on (1) parts of the fuel system, (2) fuel pump, (3) carburetor, (4) circuits of a carburetor, and (5) common problems of the fuel system; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB).

ED 199 489 CE 028 298

Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 44p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Auto Mechanics, *Bilingual Education, *Engines, *Fuels, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learn-

ing Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, Trade and Industrial Education
Identifiers — Automotive Fuel Systems

This module on the automotive fuel system is the third of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to name and explain the function of the four main parts of an automotive fuel system, and to name the most common problems of a fuel system. Contents include list of module objectives; pretest; five sections on (1) parts of the fuel system, (2) fuel pump, (3) carburetor, (4) circuits of a carburetor, and (5) common problems of the fuel system; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB).

ED 199 490 CE 028 299

Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 50p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Auto Mechanics, *Bilingual Education, *Electrical Systems, *Engines, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, Trade and Industrial Education

This module on the automotive electrical system is the fourth of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary; to describe the basics of electricity; to name the five main groups making up the automotive electrical system; to describe the parts and functions of the battery, starting motor, and charging system; and to name the most common problems of the electrical system. Contents include list of module objectives; pretest; six sections on (1) auto electrical system, (2) its parts, (3) battery, (4) starting motors, (5) charging system, and (6) problems of the electrical system; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB).

ED 199 491 CE 028 300

Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 44p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Auto Mechanics, *Bilingual Education, *Motor Vehicles, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, Trade and Industrial Education
Identifiers — Transmissions (Automotive)

This module on automotive transmissions is the fifth of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to identify and explain the function of the three types of clutches, to explain how the manual transmission works, to identify and explain the function of the parts of an automatic transmission, and to explain parts and functions of the drive line, rear axles, and differentials. Contents include list of module objectives; pretest; five sections on (1) clutches, (2) manual transmissions, (3) automatic transmissions, (4) drive lines, and (5) rear axles and differentials; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB).

ED 199 492 CE 028 301

Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 76p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Auto Mechanics, *Bilingual Education, *Electrical Systems, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Engines, Equipment Utilization, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, Spanish, Trade and Industrial Education
Identifiers — Ignition Systems, Oscilloscopes

This module on the sun oscilloscope is the sixth of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to identify and describe sections of the basic sun scope pattern, to identify and explain use of verticle lines and gradation scale on the Sun Scope Screen, to interpret the coil output and condition of contact points on the screen, and to identify and correct problems of secondary polarity and insulation and secondary resistance by using the sun scope. Contents include list of module objectives; pretest; six sections on (1) sun scope basic pattern, (2) sun scope screen, (3) coil output, (4) contact points, (5) secondary polarity and insulation, and (6) secondary resistance; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB).

ED 199 493 CE 028 303

Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body.
Northern New Mexico Community Coll. El Rito
Pub Date — 80
Note — 73p.; For related documents see CE 028 291
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Auto Body Repairers, *Bilingual Education, *Construction Process, *Motor Vehicles, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Occupational Information, Postsecondary Education, Pretests Posttests, Repair, Second Language Learning, Trade and Industrial Education

This module on beginning auto body is the first of four (CE 028 303-306) in the auto body repair course of a bilingual vocational training program. The course is designed to furnish theoretical and laboratory experience in welding, metal straightening, metal finishing, painting, and use of power and hand tools. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify auto body repair job classifications; and to identify different metal strenghtening methods used in constructing vehicles, different vehicle frame constructions and their purpose, types of body construction and their purpose, and different units of hardware and trim and their purpose. Contents include list of module objectives; pretest; five sections on (1) auto body technicians, (2) metal strengthening, (3) frames, (4) body construction, and (5) hardware and trim; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings in English and Spanish; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. Supplemental worksheets and exercises are appended. (YLB).

ED 199 494 CE 028 304

Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 70p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Auto Body Repairers, *Bilingual Education, *Equipment, *Equipment Utilization, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Repair, Safety, Second Language Learning, Trade and Industrial Education

This module on tools and equipment is the second of four (CE 028 303-306) in the auto body repair course of a bilingual vocational training program. The course is designed to furnish theoretical and laboratory experience in welding, metal straightening, metal finishing, painting, and use of power and hand tools. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify the most widely used general purpose tools, straightening and specialty hand tools, electric and pneumatic power tools, major collision repair equipment, refinishing equipment, and their purposes; and to identify safety rules which apply to power tools and major collision repair equipment. Contents include list of module objectives; pretest; five sections on (1) general purpose tools, (2) straightening and specialty hand tools, (3) power tools, (4) major collision repair equipment, and (5) refinishing equipment; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 495 CE 028 305

Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 48p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Auto Body Repairers, *Bilingual Education, *Finishing, *Metals, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Repair, Second Language Learning, Trade and Industrial Education

Identifiers — Soldering

This module on basic metal repair is the third of four (CE 028 303-306) in the auto body repair course of a bilingual vocational training program. The course is designed to furnish theoretical and laboratory experience in welding, metal straightening, metal finishing, painting, and use of power and hand tools. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify procedure for preparing exterior, interior, and under surfaces and for analyzing damage; to identify metal capabilities; and to identify these processes: metal roughout, metal shrinking, soldering, plastic filler, metal finishing. Contents include list of module objectives; pretest; five sections on (1) surface preparation, (2) damage analysis and metal roughout, (3) metal sftrinking, (4) body solder and plastic filler, and (5) metal finishing; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 496 CE 028 306

Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 38p.; For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Auto Body Repairers, *Bilingual Education, *Finishing, *Spanish, *Vocabulary Development, *Welding, Adult Vocational Education, Behavioral Objectives, Equipment Utilization, Individualized Instruction, Learning Activities, Learning Modules, Metals, Motor Vehicles, Postsecondary Education, Pretests Posttests, Repair, Safety, Safety Education, Second Language Learning, Trade and Industrial Education

This module on auto body welding is the fourth of four (CE 028 303-306) in the auto body repair course of a bilingual vocational training program. The course is designed to furnish theoretical and laboratory experience in welding, metal straightening, metal finishing, painting, and use of power and hand tools. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify basic oxyacetylene welder components and their function, oxyacetylene welding flames and welds and how they are produced, and equipment set up procedures; and to identify general safety rules. Contents include list of module objectives; pretest; five sections on (1) basic acetylene welder components, (2) oxyacetylene welding flames, (3) equipment set up, (4) welds, and (5) oxyacetylene welding safety; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related readingmaterial. Worksheets also cover these areas: vocabulary, definitions, and word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 497 CE 028 308

Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology.

Northern New Mexico Community Coll. El Rito

Pub Date — 80

Note — 49p.; Some pages will not reproduce well due to light print. For related documents see CE 028 291

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Biology, Cosmetology, Diseases, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education

Identifiers — Bacteriology

EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Barbers, *Bilingual Education, *Cosmetologists, *Human Body, *Spanish, *Vocabulary Development, Adult Vocational Education, Behavioral Objectives, Cosmetology, Individualized Instruction, Learning Activities, Learning Modules, Physiology, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Trade and Industrial Education
Identifiers — Respiratory System

This module on the respiratory system is the ninth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experiences. Module objectives are for students to develop trade-related Spanish/English vocabulary, to describe the function of the respiratory system, to define the process of inhaling and exhaling, and to describe types of breathing and the breathing process. Contents include list of module objectives; pretest; four sections on (1) respiratory system, (2) inhaling and exhaling, (3) different types of breathing, and (4) the breathing process; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are both in English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB).

ED 199 510 CE 028 325

Energy Management Strategies for Home Economics Teachers.
Colorado State Board for Community Colleges and Occupational Education, Denver. Energy and Man's Environment, Colorado Springs, Colo. Public Service Co. of Colorado, Denver
Pub Date — 79
Note — 278p.; Some pages will not reproduce well due to light print
Available from — Public Service Company of Colorado, P.O. Box 840, Denver, CO 80201 ($10.00; 25 or more copies, $7.00 each, plus shipping)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC12 Plus Postage
Descriptors — *Conservation Education, *Electrical Appliances, *Electricity, *Energy Conservation, *Heating, *Home Economics, Child Development, Clothing Instruction, Course Content, Family Life Education, Foods Instruction, High Schools, Home Furnishings, Home Management, Housing, Instructional Materials, Learning Activities, Textiles Instruction

This energy activity guide, developed and field tested in Colorado, presents teaching units and strategies to aid home economics teachers to teach energy management. The guide is divided into six subject areas: introduction (background information on energy use and conservation); foods and nutrition; clothing and textiles; housing and home furnishings; child development; and personal and family relations. Each area, except the introduction, is divided into six to twelve units. Each unit contains objectives, background information, suggested activities, evaluation techniques, and student assignments. Resources and materials are also suggested. (KC).

ED 199 511 CE 028 332

Martinez, Gloria E.
Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.
Eastern New Mexico Univ. Roswell. Dept. of Business and Office Education. New Mexico State Dept. of Education, Santa Fe
Pub Date — 78
Note — 209p
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Office Occupations Education, *Petroleum Industry, *Secretaries, *Solar Radiation, *Vocabulary Development, Course Content, Curriculum Guides, Geology, Instructional Materials, Legal Education, Secondary Education, Simulation, Two Year Colleges, Vocational Education
Identifiers — Mining, New Mexico

This document is a packet of instructional materials for training secretaries and clerks for the petroleum, mining, and solar energy fields. Developed by Eastern New Mexico University and the New Mexico State Department of Vocational Education, and aimed at New Mexico industry, the curriculum is divided into three units of petroleum, mining, and solar energy secretarial occupations. Each of these divisions contains background information about the industry, information about reports used by that industry with which the secretary may need to work, and a working vocabulary with definitions. Specific occupations covered are land and legal secretary, geologist's secretary, oil company production secretary, and solar energy research secretary. (KC).

ED 199 525 CE 028 368

Munz, Larry M. Smith, Arthur W. Jr
Health Careers Curriculum Modules.
San Bernardino County Superintendent of Schools, Calif
Spons Agency — Office of Education (DHEW), Washington, D.C.
Pub Date — 80
Note — 148p.; Not available in paper copy due to small, broken print throughout
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Advisory Committees, *Educational Facilities, *Educational Planning, *Health Occupations, *Staff Utilization, *Teacher Education, Facilities, Guidelines, Higher Education, Instructional Materials, Learning Modules, Meetings, Organizations Groups, Planning, Professional Continuing Education

These two learning modules are designed to assist both new and experienced instructors and/or administrators in obtaining maximum value from the input of advisory committees. The first module consists of seven sections devoted to the formation and utilization of advisory committees. Topics covered in it are the role of the advisory committee, selecting committee members, appointing the committee (process), preparing for the meeting (mechanics), topics for discussion, suggestions for a successful meeting, and follow-up. The second module, which covers using community facilities, contains sections on locating new facilities and solving scheduling conflicts among facility operators and educators. Twenty appendixes (the bulk of the document) include such items as descriptionsfrom "The Directory of Occupational Titles"; job descriptions for hospitals; allied health professional associations; California state employment projections for 1980-1985; an advisory committee agenda format; checklists for policies and procedures governing committees, appointing and organizing advisory committees, and working with advisory committees; an affiliation agreement; a location and facility use matrix; a facilities scheduling sheet; a committee minutes outline format; and a glossary of terms, health care abbreviations, and trade acronyms. (MN).

ED 199 552 CE 028 494

McCully, James S. Jr. Comp
Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.
Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education. Mississippi State Univ. Mississippi State. Coll. of Education
Pub Date — 80
Note — 120p
Available from — Research and Curriculum Unit, P.O. Box Drawer DX, Mississippi State, MS 39762 ($4.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Agricultural Education, *Agricultural Occupations, *Cooperative Education, *Recordkeeping, *Vocational Education, Agribusiness, Behavioral Objectives, Career Awareness, Career Education, Course Content, Learning Activities, Lesson Plans, Natural Resources, Occupational Information, Secondary Education, Student Records
Identifiers — Future Farmers of America, Mississippi, Supervised Occupational Programs

This publication is the first in a series of five designed to be used in teaching basic vocational agriculture courses in secondary schools of Mississippi. The materials are designed to assist teachers in providing training that is directly related to the preparation of a student for employment. As far as possible, the lesson plans are skill oriented, devoted to teaching a student how to do something; however, the lessons also attempt to provide knowledge of basic principles associated with the skills. Each of the lessons consists of an introduction, terminal and specific objectives, instructional procedures, learning activities, supplementary learning activities, and supplementary learning aids. There are seven lessons contained in this Section I of the curriculum materials. They focus on the nature of vocational agriculture and the agriculture/agribusiness industry, supervised occupational experience programs, and the FFA (Future Farmers of America). The seven lessons include the following specific topics: orientation to vocational agriculture education; careers in the agriculture, agribusiness, and natural resources industry; selecting a supervised occupational experience program; planning a supervised occupational experience program; keeping records of supervised experience programs; orientation to the FFA; and instructional activities sponsored by the FFA. (KC).

ED 200 791 CE 028 594

Duenk, Lester G.

Virginia VICA Advisor's Manual. A Guide for Advisors of Vocational Industrial Clubs of America.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Virginia State Dept. of Education, Richmond. Div. of Vocational Education

Spons Agency — Office of Education (DHEW), Washington, D.C.

Pub Date — 80

Note — 217p

Available from — Public Information and Publications Office, Virginia Dept. of Education, Richmond, VA 23216 (Order No. C-G 15, $3.50, single copy only)

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC09 Plus Postage

Descriptors — *Faculty Advisers, *Program Development, *Public Relations, *Student Organizations, *Trade and Industrial Education, Administrator Guides, Budgets, Fund Raising, Organization, Parliamentary Procedures, Program Descriptions, Publicity, Recordkeeping, Teaching Methods, Vocational Education

Identifiers — Virginia, Vocational Industrial Clubs of America

This advisor's handbook is designed to help the trade and ndustrial instructor develop a strong and meaningful instructional program through the utilization of vocational industrial clubs of America (VICA) as a teaching tool. Materials are organized into ten chapters. Chapter 1 provides general information. Chapter 2 contains information and materials on VICA symbolism and ceremony. Operating a VICA chapter is discussed in Chapter 3, including getting started, membership, management, calendar, and state offices. Checklists, outlines, and sample forms are provided. Chapter 4 focuses on VICA skill and leadership programs. Chapter 5, on finance, provides fund raising ideas and information on planning such activities, budgets, and record keeping. Sample forms are provided. Topics covered in Chapter 6, on working with the community, include public relations and promotion. Sample announcements and news releases appear. The focus of Chapter 7 is club business procedure. Chapter 8 discusses club evaluation and provides forms for chapter meeting evaluation and evaluation of chapter success. The constitution and by-laws are contained in Chapter 9. Chapter 10 is an index. (YLB).

ED 200 792 CE 028 595

Agricultural Machinery Service. A Curriculum Guide for Agricultural Education. Revised.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program. Virginia State Dept. of Education, Richmond. Agricultural Education Service. Virginia State Univ. Petersburg

Pub Date — 79

Note — 114p.; The list of agricultural education publications mentioned in the table of contents was not included in the publication

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Agricultural Engineering, *Agricultural Machinery, *Equipment Maintenance, *Repair, *Work Experience Programs, Agribusiness, Agricultural Education, Agricultural Machinery Occupations, Behavioral Objectives, Business Administration, Careers, Curriculum Guides, Employment Opportunities, Engines, Equipment Utilization, Grade 10, Grade 11, Grade 12, High Schools, Human Relations, Leadership Training, Learning Activities, Salesmanship, Tractors, Vocational Education

This curriculum guide is intended to assist teachers, administrators, and supervisors in organizing and conducting vocational programs which meet the needs of high school students who desire vocational training in the off-farm agribusiness of agricultural machinery service. The three-year course for grades 10, 11, and 12 involves operation, maintenance, set-up, adjustement, repair, reconditioning, and overhaul of agricultural machinery and equipment. It includes dealership organization, management, sales, human relations, and leadership development topics. Study of career opportunities and development of job experience through supervised occupational experiences are also a part of the program. Designed for 1080 hours of in-school instruction (360 per year), the course needs two consecutive periods per day for class instruction. Each of the three years is divided into 8-10 major learning areas which are organized into this format: (1) unit concept, (2) suggested student performance objectives, (3) instructional areas, (4) examples of student learning activities, (5) competencies, (6) instructional materials, and (7) supporting references. A list of 100 references is provided. Other materials include a list of recommended equipment, recommended facility plans, and criteria for quality vocational programs in agricultural education. (YLB).

ED 200 793 CE 028 597

The Melwood Manual: A Planning and Operations Manual for Horticultural Training and Work Co-op Programs.

Melwood Horticultural Training Center, Inc. Upper Marlboro, Md

Spons Agency — Administration on Developmental Disabilities (DHHS), Washington, D. C.

Pub Date — 80

Note — 266p.; Photographs and some appendix pages will not reproduce well

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC11 Plus Postage

Descriptors — *Disabilities, *Horticulture, *Rehabilitation Programs, *Sheltered Workshops, *Therapy, *Vocational Rehabilitation, Adults, Agricultural Education, Contracts, Cooperative Programs, Greenhouses, Grounds Keepers, Job Training, Models, Nursery Workers Horticulture, Program Administration, Program Descriptions, Program Design, Program Development, Program Guides, Sales Occupations, Vocational Education, Work Experience Programs

This manual is intended as a resource for anyone involved in planning, developing, and/or operating a horticultural training or work co-op program for the handicapped. Following an introductory chapter, the manual is divided into three parts with the greatest weight given to the second part. Part I elaborates on development of the horticulture therapy and rehabilitation field and puts into perspective the breadth of the current horticultural programs. Part II consists of the fundamental building blocks of the program. It includes guidelines for leadership, administration, community assessment, funding, personnel, and federal regulations. General training guidelines pertaining to admission, evaluation, and wage determination are also considered. Four program models are described: greenhouse, plant sales, grounds maintenance, and contracting. The greenhouse and grounds maintenance program models are broken down into prevocational training, vocational training, and work co-op operations, and the requisite needs of planning, management, training, business, facilities, equipment, staff, etc. are discussed. Part III briefly presents a history and overview of the Melwood Horticultural Training Center, Inc. to exemplify the models presented earlier. Appendixes, amounting to approximately one-fourth of the manual, include sample personnel job descriptions, universities with horticultural therapy programs, curricula, and training and evaluation. (YLB).

ED 200 799 CE 028 613

Truitt, Debbie

Foods and Nutrition. In-Depth Curriculum.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center
Pub Date — 80
Note — 342p
Available from — Oklahoma State Department of Vocational-Technical Education, 1515 West Sixth Ave. Stillwater, OK 74074 (In-State: Teacher — $6.00, Student — $4.00; Out-of-State: Teacher — $12.00, Student — $6.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Consumer Education, *Food Processing Occupations, *Food Service Occupations, *Foods Instruction, *Nutrition Instruction, *Occupational Home Economics, Course Content, Curriculum Guides, Food, Food Service, High Schools, Home Economics Skills, Instructional Materials, Learning Activities, Nutrition

This foods and nutrition curriculum guide is designed for eleventh and twelfth grade consumer and homemaking students who have had two years of previous vocational home economics. The guide contains four sections and eight instructional units. Section 1, Food-Related Careers, contains one instructional unit on employment in food-related occupations. Section 2, Nutrition, is comprised of one unit on food and good health. The third section, Consumer Food Management, contains four units that focus on food planning, food purchasing, food preparation, and social and entertainment skills. In the final section of the guide, Food Preservation, two units of instruction focus on canning, freezing, and drying. Each instructional unit follows a typical format that includes eight basic components: performance objectives, suggested activities for teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. In addition, some units contain transparency masters and job sheets. (LRA).

ED 200 800 CE 028 634

Mussett, Sarah H.
Educational Equity. Teaching, Learning, Achieving.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center
Pub Date — 81
Note — 228p
Available from — Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 W. 6th Ave. Stillwater, OK 74074 ($12.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Equal Education, *Sex Bias, *Sex Fairness, *Teacher Education, *Vocational Education, Curriculum Guides, Learning Activities, Postsecondary Education, Secondary Education, Sex Stereotypes, Teaching Methods

The units in this curriculum guide are designed for use by state vocational education personnel to train teachers, administrators, and staff in the area of sex bias and sex-role stereotyping. The units are also designed to be used by local classroom teachers to supplement existing materials or supply in-depth information on sex bias and sex-role stereotyping in vocational education. Three units are included in the guide: (1) Classroom Strategies for Promoting Sex-Fair Education, (2) Promoting Sex-Fair Education through Instructional Materials, and (3) Skills for Implementing Sex-Fair Education in the Classroom. Each unit follows a typical format that includes eight components: performance objectives, suggested activities for teacher, information sheets, trasnparency masters, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction. (LRA).

ED 200 822 CE 028 782

Military Curricula for Vocational & Technical Education. Club Food Service, 9-7.
Army Quartermaster School, Ft. Lee, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date — 73
Note — 208p.; Photographs will not reproduce well. For related documents see CE 028 783-785
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Food Service, *Food Service Occupations, *Foods Instruction, *Occupational Home Economics, Adult Education, Curriculum Guides, Individualized Instruction, Learning Activities, Postsecondary Education, Secondary Education, Tests
Identifiers — Military Curriculum Project, Restaurant Management

One of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting, this subcourse covers information on food service in a club and is designed for student self-study with objectives, text, and self-graded tests and answers. Five lessons included in this package focus on the following topics: menu planning and construction, buffet service, selection and purchase of foods, preparation and serving of appetizers and pastry, and catering. An examination is provided at the end of the course. Answers to the examination are not provided. (LRA).

ED 200 823 CE 028 783

Military Curricula for Vocational & Technical Education. Introduction to Club Management, 9-8.
Army Quartermaster School, Ft. Lee, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date — 71
Note — 69p.; For related documents see CE 028 782-785
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Administrator Education, *Food Service, *Food Service Occupations, *Occupational Home Economics, Administration, Adult Education, Curriculum Guides, Individualized Instruction, Learning Activities, Managerial Occupations, Postsecondary Education, Secondary Education, Supervisory Training, Tests
Identifiers — Military Curriculum Project, Restaurant Management

These lesson assignments, text materials, self-grading lesson exercises, and examination for a secondary-postsecondary subcourse in club management are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. This introduction to the subcourse is comprised of two lessons. Lesson 1, Club Operations Orientation, discusses the role of the installation club manager and the functions, responsibilities, and principles of management. Lesson 2, Club Equipment and Layout, covers procurement of club equipment, which includes funds and supply procedures used, selection and distribution of various types of equipment, and layout and design principles for club kitchen and dining areas. The examination does not include an answer key. (LRA).

ED 200 824 CE 028 784

Military Curricula for Vocational & Technical Education. Club Restaurant Operations, Part I, 9-9.
Army Quartermaster School, Ft. Lee, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date — 74
Note — 172p.; For related documents see CE 028 782-785
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Administrator Education, *Costs, *Food Service, *Food Service Occupations, *Occupational Home Economics, Adult Education, Cost Effectiveness, Curriculum Guides, Individualized Instruction, Learning Activities, Managerial Occupations, Postsecondary Education, Secondary Education, Supervisory Training, Tests
Identifiers — Military Curriculum Project, Restaurant Management

These reading materials, self-test reviews, and examination for part 1 of a secondary-postsecondary subcourse in club management operations are one of a number of military-developed curriculum packages

selected for adaptation to vocational instruction and curriculum development in civilian settings. Five lessons focusing on two topics are included in this part of the subcourse: (1) portion control in the kitchen and dining room and (2) functions and principles of food cost control. Also included is a panel book of forms and supplementary information. (LRA).

ED 200 825 CE 028 785

Military Curricula for Vocational & Technical Education. Club Restaurant Operations, Part II, 9-10.

Army Quartermaster School, Ft. Lee, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 74

Note — 175p.; For related documents see CE 028 782-784

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC07 Plus Postage

Descriptors — *Administrator Education, *Costs, *Food Service, *Food Service Occupations, *Occupational Home Economics, Adult Education, Cost Effectiveness, Curriculum Guides, Individualized Instruction, Learning Activities, Managerial Occupations, Postsecondary Education, Secondary Education, Supervisory Training, Tests

Identifiers — Military Curriculum Project, Restaurant Management

These programmed instructional materials for part 2 of a secondary-postsecondary subcourse in club management operations are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in civilian settings. This part of the subcourse consists of three lessons and an examination. Lessons focus on two topics: (1) determination of meal costs and menu pricing and (2) determination of food cost percentages. Also included in the course is a panel book of supplementary information and forms and a special text. (LRA).

ED 200 828 CE 028 829

Thomas, Edward L. Comp

Auto Mechanics. Module 1 of the Vocational Education Readiness Test (VERT).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date — 81

Note — 47p.; Photographs will not reproduce well. For related documents see CE 028 828-836 and ED 159 455

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Auto Mechanics, *Minimum Competencies, *Testing, *Vocational Aptitude, *Vocational Education, Ability Identification, Competency Based Education, Disabilities, Occupational Tests, Performance, Psychomotor Skills, Secondary Education, Skill Analysis, Skill Development

Focusing on auto mechanics, this module is one of eight included in the Vocational Education Readiness Test (VERT). The module begins by listing the objectives of the module and describing tools and equipment needed. The remainder of the module contains sections on manipulative skills, trade vocabulary, tool identification, trade computational skills, and measuring skills depicted as minimum competencies students should possess prior to entrance into regular secondary vocational education programs. (A users guide is also available — see note.) (LRA).

ED 200 829 CE 028 830

Thomas, Edward L. Comp

Basic Wiring. Module 2 of the Vocational Education Readiness Test (VERT).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date — 81

Note — 38p.; Photographs will not reproduce well. For related documents see CE 028 828-826 and ED 159 455

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Minimum Competencies, *Testing, *Vocational Aptitude, *Vocational Education, *Welding, Ability Identification, Competency Based Education, Computation, Disabilities, Hand Tools, Measurement, Occupational Tests, Performance, Psychomotor Skills, Secondary Education, Skill Analysis, Skill Development, Vocabulary

Identifiers — Vocational Education Readiness Test

Focusing on basic welding, this module is one of eight included in the Vocational Education Readiness Test (VERT). The module begins by listing the objectives of the module and describing tools and equipment needed. The remainder of the module contains sections on manipulative skills, trade vocabulary, tool identification, trade computation skills, and measuring skills depicted as minimum competencies students should possess prior to entrance into regular secondary vocational education programs. (A user's guide is also available — see note.) (LRA).

ED 200 830 CE 028 831

Thomas, Edward L. Comp

Carpentry. Module 3 of the Vocational Education Readiness Test (VERT).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date — 81

Note — 46p.; Photographs will not reproduce well. For related documents see CE 028 828-836 and ED 159 455

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Carpenters, *Minimum Competencies, *Testing, *Vocational Aptitude, *Vocational Education, Ability Identification, Competency Based Education, Computation, Disabilities, Hand Tools, Measurement, Occupational Tests, Performance, Psychomotor Skills, Secondary Education, Skill Analysis, Skill Development, Vocabulary, Woodworking

Identifiers — Vocational Education Readiness Test

Focusing on carpentry, this module is one of eight included in the Vocational Education Readiness Test (VERT). The module begins by listing the objectives of the module and describing tools and equipment needed. The remainder of the module contains sections on manipulative skills, trade vocabulary, tool identification, trade computational skills, and measuring skills depicted as minimum competencies students should possess prior to entrance into regular secondary vocational education programs. (A users guide is also available — see note.) (LRA).

ED 200 831 CE 028 832

Thomas, Edward L. Comp

Home Economics (Clothing). Module 4 of the Vocational Education Readiness Test (VERT).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date — 81

Note — 38p.; Photographs will not reproduce well. For related documents see CE 028 828-836 and ED 159 455

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Clothing, *Minimum Competencies, *Testing, *Vocational Aptitude, *Vocational Education, Ability Identification, Competency Based Education, Computation, Disabilities, Hand Tools, Measurement, Occupational Home Economics, Occupational Tests, Performance, Psychomotor Skills, Secondary Education, Skill Analysis, Skill Development, Vocabulary

Identifiers — Vocational Education Readiness Test

Focusing on clothing, this module is one of eight included in the Vocational Education Readiness Test (VERT). The module begins by listing the objectives of the module and describing tools and equipment needed. The remainder of the module contains sections on manipulative skills, trade vocabulary, tool identification, trade computational skills,

and measuring skills depicted as minimum competencies students should possess prior to entrance into regular secondary vocational education programs. (A users guide is also available — see note.) (LRA).

ED 200 832 CE 028 833

Thomas, Edward L. Comp

Masonry. Module 5 of the Vocational Education Readiness Test (VERT).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date — 81

Note — 26p.; Photographs will not reproduce well. For related documents see CE 028 828-836 and ED 159 455

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Minimum Competencies, *Testing, *Vocational Aptitude, *Vocational Education, Ability Identification, Competency Based Education, Disabilities, Hand Tools, Masonry, Measurement, Occupational Tests, Performance, Psychomotor Skills, Secondary Education, Skill Analysis, Skill Development, Vocabulary

Identifiers — Vocational Education Readiness Test

Focusing on masonry, this module is one of eight included in the Vocational Education Readiness Tests (VERT). The module begins by listing the objectives of the module and describing tools and equipment needed. The remainder of the module contains sections on manipulative skills, trade vocabulary, tool identification, trade computational skills, and measuring skills depicted as minimum competencies students should possess prior to entrance into regular secondary vocational education programs. (A user's guide is also available — see note.) (LRA).

ED 200 833 CE 028 834

Thomas, Edward L. Comp

Plumbing. Module 6 of the Vocational Education Readiness Test (VERT).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date — 81

Note — 32p.; Photographs will not reproduce well. For related documents see CE 028 828-836 and ED 159 455

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Minimum Competencies, *Plumbing, *Testing, *Vocational Aptitude, *Vocational Education, Ability Identification, Competency Based Education, Computation, Disabilities, Hand Tools, Measurement, Occupational Tests, Psychomotor Skills, Secondary Education, Skill Analysis, Skill Development, Vocabulary

Identifiers — Vocational Education Readiness Test

Focusing on plumbing, this module is one of eight included in the Vocational Education Readiness Test (VERT). The module begins by listing the objectives of the module and describing tools and equipment needed. The remainder of the module contains sections on manipulative skills, trade vocabulary, tool identification, trade computational skills, and measuring skills depicted as minimum competencies students should possess prior to entrance into regular secondary vocational education programs. (A user's guide is also available -- see note.) (LRA).

ED 200 834 CE 028 835

Thomas, Edward L. Comp

Quantity Foods. Module 7 of the Vocational Education Readiness Test (VERT).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date — 81

Note — 46p.; Photographs will not reproduce well. For related documents see CE 028 828-836 and ED 159 455

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Food, *Minimum Competencies, *Testing, *Vocational Aptitude, *Vocational Education, Ability Identification, Competency Based Education, Computation, Disabilities, Food Service, Hand Tools, Measurement, Occupational Tests, Performance, Psychomotor Skills, Secondary Education, Skill Analysis, Skill Development, Vocabulary

Identifiers — Food Processing

Focusing on quantity foods, this module is one of eight included in the Vocational Education Readiness Tests (VERT). The module begins by listing the objectives of the module and describing tools and equipment needed. The remainder of the module contains sections on manipulative skills, trade vocabulary, tool identification, trade computational skills, and measuring skills depicted as minimum competencies students should possess prior to entrance into regular secondary vocational education programs. (A user's guide is also available — see note.) (LRA).

ED 200 835 CE 028 836

Thomas, Edward L. Comp

Welding. Module 8 of the Vocational Education Readiness Test (VERT).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date — 81

Note — 34p.; Photographs will not reproduce well. For related documents see ED 159 455 and CE 028 828-835

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Minimum Competencies, *Testing, *Vocational Aptitude, *Vocational Education, *Welding, Ability Identification, Competency Based Education, Computation, Disabilities, Hand Tools, Measurement, Occupational Tests, Performance, Psychomotor Skills, Secondary Education, Skill Analysis, Skill Development, Vocabulary

Identifiers — Vocational Education Readiness Test

Focusing on welding, this module is one of eight included in the Vocational Education Readiness Tests (VERT). The module begins by listing the objectives of the module and describing tools and equipment needed. The remainder of the module contains sections on manipulative skills, trade vocabulary, tool identification, trade computational skills, and measuring skills depicted as minimum competencies students should possess prior to entrance into regular secondary vocational education programs. (A user's guide is also available — see note.) (LRA).

ED 201 720 CE 025 501

Chmura, Claudette D. Ed

Training of Trainers.

National Training and Development Service for State and Local Government, Washington, D.C.

Spons Agency — Office of Personnel Management, Washington, D.C.

Pub Date — 81

Note — 116p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Job Training, *Leadership Training, *Needs Assessment, *Program Development, *Program Evaluation, *Trainers, Adult Education, Behavioral Objectives, Educational Needs, Instructional Materials, Leaders Guides, Learning Activities, Program Design, Program Implementation, Skill Development

Designed for use either as a self-study tool or as the basis for a five-day workshop, this curriculum package provides public sector trainers with an opportunity to develop and improve their skills in the areas of assessing training needs, designing and conducting training programs, and evaluating training programs. It contains four leader's guides and four participant's sourcebooks. The first set of guides discusses preparing a workshop, and contains checklists, sample daily schedules, and a bibliography. Examinations of the needs assessment process, learning objectives, schedules of activities for both the session and an on-site

training lab, and a bibliography are included in the second set of guides. Designing and conducting training programs is the subject of the third set of guides, which describe learning theories, models, and practices and how to apply them. The final set of guides, which cover training evaluation, discusses how to assess the reliability and validity of training techniques. Each leader's guide includes step-by-step instructions for conducting the training sessions, and each participant's sourcebook contains exercises and exhibits. (MN).

ED 201 728 CE 028 006

McBain, Susan L. And Others

Project CLASS.

Clovis Unified School District, Calif

Spons Agency — California State Dept. of Education, Sacramento

Pub Date — 80

Note — 12p

Pub Type — Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Adult Basic Education, *Competency Based Education, *English Second Language, *Learning Modules, *Program Effectiveness, *Reading Difficulties, Behavioral Objectives, Community Resources, Consumer Economics, Daily Living Skills, Government Administrative Body, Health, Interpersonal Relationship, Legal Education, Occupational Information, Program Development, Validated Programs

Identifiers — Adult Performance Level, Life Skills

Project CLASS (Competency-Based Live-Ability Skills) uses a series of 60 modules to teach life survival skills to adults with low-level reading ability — especially Adult Basic Education/English as a Second Language students. Two versions of the modules have been developed: one for use with teacher-directed instruction and another for independent study. Divided equally between Adult Performance Level (APL) level I (reading level grades 0-4) and level II (reading level grades 5-8), the modules cover basic survival competencies in these APL areas: consumer economics, government and law, health, community resources, occupational knowledge, and interpersonal relationships. (Module content and costs are also discussed.) A full-scale field test conducted at four sites found tremendously significant differences between the 728 treatment and 733 control students in percent of students mastering objectives. (YLB).

ED 201 751 CE 028 632

Rowe, Kenneth L. Hatt, Roger W.

Preparing for Entrepreneurship.

Arizona State Univ. Tempe. Coll. of Business Administration

Spons Agency — Arizona State Dept. of Education, Phoenix. Div. of Vocational Education

Pub Date — 79

Note — 314p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC13 Plus Postage

Descriptors — *Business Administration, *Business Administration Education, *Financial Support, *Organization, *Personnel Management, Accounting, Advertising, Behavioral Objectives, Curriculum Guides, Learning Activities, Policy Formation, Secondary Education, Site Selection, Transparencies, Vocational Education

Identifiers — Entrepreneurs, Self Employment, Small Businesses

This instructional guide for an entrepreneurship program of study in secondary schools is a teacher's manual combined with the essential learning activities for students. The 13 units — also appropriate for use at postsecondary or adult levels — may be used as a one-semester course, or in part, or in their entirety as supplements and hands-on experiences to accompany an entrepreneurship text. For each unit these materials are provided: unit objectives, sheets containing necessary content and background information, questions for discussion, transparency masters, and student activities. The 13 units are (1) Introduction to Entrepreneurship and Self-Employment; (2) Selection of Effective Legal Form of Business Organization; (3) Selection of Effective Specialized Assistance; (4) Financing the Small Business; (5) Selecting a Location; (6) Building, Equipment, and Layout; (7) Operating Permits, Licenses, and Tax Regulations; (8) Personnel Management for the Entrepreneur; (9) Building a Flexible Advertising Plan; (10) Determine Pricing and Credit Policies; (11) Inventory and Supplies; (12) Understanding a Basic Accounting System; and (13) Selection of Effective Protective Steps. (YLB).

ED 201 754 CE 028 651

Asplen, Donald And Others

Mini-Computers and the Building Trades: A Guide forTeachers of Vocational Education. Final Report.

West Chester State Coll. Pa

Spons Agency — Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation

Pub Date — 80

Contract — 85-9828

Note — 58p.; Some figures will not reproduce well

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Air Conditioning, *Building Trades, *Electricity, *Heating, *Minicomputers, *Vocational Education, Building Design, Building Operation, Computer Assisted Instruction, Computers, Computer Science, Futures of Society, Guidelines, Housing, Instructional Materials, Material Development, Microcomputers, Program Development, State of the Art Reviews, Teacher Education, Trade and Industrial Education

These training materials are designed to help vocational education teachers introduce students to the utilization and installation of mini- and microcomputers in residential and small business buildings. It consists of two chapters. Chapter 1 contains general materials, designed to promote awareness, and chapter 2 contains materials which are specific and designed for teachers of electricity, heating, and air conditioning. Topics discussed in chapter 1 are uses of the computer in the home, physical characteristics of the computerized house, characteristics of the computer, installation, practical implications for living in the home of the future, and selecting system components. Chapter 2 contains specific materials designed to help teachers of electricity and heating and air conditioning develop lesson plans which introduce students to the concept of computerized homes and buildings. It is divided into four sections. Section 1 reviews installation procedures for plans, sensor placement, and the function of the computer in two types of heating/cooling systems. Section 2 covers hardware considerations for input and output devices. Detailed discussion of sensors comprises section 3. Section 4 contains sample problem worksheets for students in electricity and heating and air conditioning classes. (MN).

ED 201 761 CE 028 683

Bibliography of Vocational Education Materials.

Keene State Coll. N.H. New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div

Pub Date — 80

Note — 122p

Pub Type — Reference Materials — Bibliographies (131). Reference Materials — Directories / Catalogs (132)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Instructional Materials, *Learning Resources Centers, *Library Collections, *Resource Materials, *Teaching Methods, *Vocational Education, Agricultural Education, Allied Health Occupations Education, Career Education, Consumer Education, Curriculum, Distributive Education, Educational Facilities Planning, Elementary Secondary Education, Guidance, Guides, Home Economics, Industrial Arts, Medical Education, Office Occupations Education, Postsecondary Education, Program Evaluation, Student Evaluation, Technical Education, Trade and Industrial Education

Identifiers — Keene State College NH

This bibliography lists approximately 1400 vocational education materials available at the Learning Resources Center, Keene State College, New Hampshire. Each item is categorized under one of 18 topics: (1) agriculture; (2) distributive education; (3) health occupations; (4) consumer/homemaking; (5) office occupations; (6) industrial arts; (7) technical education; (8) trade and industrial occupations (38 separate occupations); (9) guidance; (10) methods, techniques, and activities; (11) facilities; (12) testing, assessment, and evaluating; (13) administration; (14) statistics; (15) energy and environment; (16) state reports; (17) teacher education-staff development; and (18) postsecondaryand professional. Information provided for each entry includes author, editor, or organization; title; and place and date of publication. (YLB).

ED 201 786 CE 028 769

Bell, Sara L. Mayhew, Carol O.

Data Processing and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover

Pub Date — 80

Note — 63p.; Some pages will not reproduce well due to small print. For related documents see CE 028 768-772

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Data Processing Occupations, *Equal Opportunities Jobs, *Nontraditional Occupations, *Office Occupations Education, *Sex Fairness, Business Education, Case Studies, Competency Based Education, Females, Learning Activities, Learning Modules, Males, Pretests Posttests, Secondary Education, Sex Stereotypes, Vocational Education

Identifiers — Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed a set of five sex equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in data processing and related occupations. Instructional activities in the module include a pre-opinion survey, case study, simulation exercise, terms describing men's and women's behavior, a slide-tape presentation, qualifications for employment, and a posttest. (KC).

ED 201 787 CE 028 770

Bell, Sara L. Mayhew, Carol O.

Accounting and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover

Pub Date — 80

Note — 31p.; For related documents see CE 028 768-772

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Accounting, *Equal Opportunities Jobs, *Nontraditional Occupations, *Office Occupations Education, *Sex Fairness, Bookkeeping, Business Education, Case Studies, Clerical Occupations, Competency Based Education, Females, Learning Activities, Learning Modules, Males, Pretests Posttests, Secondary Education, Sex Stereotypes, Vocational Education

Identifiers — Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed a set of five sex equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in accounting and related occupations (accounts payable assistant, cashier, teller, billing assistant, payroll assistant, bookkeeper, etc.). Instructional activities in the module include a pretest; an activity on authority, responsibility, and the changing roles of women; a case study; a discussion of dealing with people; a slide-tape presentation; qualifications for employment; and a posttest. (KC).

ED 201 788 CE 028 771

Bell, Sara L. Mayhew, Carol O.

Business Management and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover

Pub Date — 80

Note — 31p.; For related documents see CE 028 768-772

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Business Administration, *Equal Opportunities Jobs, *Nontraditional Occupations, *Office Management, *Office Occupations Education, *Sex Fairness, Business Education, Case Studies, Competency Based Education, Females, Learning Activities, Learning Modules, Males, Pretests Posttests, Secondary Education, Sex Stereotypes, Vocational Education

Identifiers — Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed a set of five sex equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses eliminating sex stereotyping in business management and related occupations (office manager, administrative assistant, department manager, small business operator). Instructional activities in the module include pretest/posttest; a discussion of myths and realities about working women; a case study of conflict; an occupational attitude survey; a sex stereotyped characteristics analysis; a slide-tape presentation; and qualifications for employment. (KC).

ED 201 789 CE 028 772

Bell, Sara L. Mayhew, Carol O.

Clerical and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover

Pub Date — 80

Note — 35p.; Some pages will not reproduce well due to weak print. For related documents see CE 028 768-771

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Clerical Occupations, *Competency Based Education, *Equal Opportunities Jobs, *Nontraditional Occupations, *Office Occupations Education, *Sex Fairness, Business Education, Females, Learning Activities, Learning Modules, Males, Pretests Posttests, Secondary Education, Sex Stereotypes, Vocational Education

Identifiers — Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. In response to the Amendments, the state of Delaware developed five sex equity modules designed to (1) focus on issues which are related to specific clusters of career options as defined

in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) provide information and materials for one to three days of activities; and (3) focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in clerical and related occupations (typist, records supervisor, file assistant, inventory assistant, shipping/receiving assistant, telephone operator, messenger, receptionist). Instructional activities contained in the module include pre- and post-inventory of sex-biased perceptions, the storyof twins Jim and Julie, inequities in salaries and the words used in job descriptions, an article on male secretaries, a slide-tape presentation, and qualifications for employment. (KC).

ED 201 806 CE 028 815

Vocational Agriculture II Curriculum Guide, 10th Grade. Kansas Vocational Agriculture Education: Basic Core Curriculum II.

Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center

Spons Agency — Kansas State Dept. of Education, Topeka. Dept. of Vocational Agriculture

Pub Date — 80

Note — 745p.; For related documents see ED 117 406, ED 179 685, ED 185 368-370, and ED 195 051-052

Available from — Kansas Vocational Curriculum Center, P. O. Box 60, 115 Willard Hall, Pittsburg State University, Pittsburg, KS 66762 (Write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF04 Plus Postage. PC Not Available from EDRS

Descriptors — *Agricultural Chemical Occupations, *Agricultural Education, *Agricultural Engineering, *Animal Husbandry, *Farm Management, *Vocational Education, Agricultural Machinery, Behavioral Objectives, Careers, Core Curriculum, Course Content, High Schools, Leadership, Learning Activities, Secondary Education, State Curriculum Guides, Student Organizations, Teaching Guides, Units of Study

Identifiers — Kansas

This basic core curriculum for vocational agriculture education contains 35 units of instruction in five content areas: agricultural chemicals (1 unit), leadership (2 units), farm management (5 units), plant and soil science (10 units), animal science (8 units), and farm mechanics (9 units). Each unit follows a typical format that includes terminal objectives, specific objectives, information sheets, transparency masters, assignment sheets, and a test. (LRA).

ED 201 812 CE 028 840

Project TEAMS (Techniques and Education for Achieving Management Skills): Business and Industrial Supervisors.

Platte Technical Community Coll. Columbus, Nebr

Spons Agency — Nebraska Coordinating Commission for Postsecondary Education, Lincoln

Pub Date — 80

Note — 160p.; Not available in paper copy due to colored paper. For related documents see CE 028 841-844

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Business, *Industry, *Job Skills, *Management Development, *Managerial Occupations, *Supervisors, *Supervisory Methods, Advertising, Behavioral Objectives, Budgeting, Communication Skills, Computers, Continuing Education, Decision Making, Employment Practices, Instructional Materials, Leadership, Learning Activities, Money Management, Motivation Techniques, On the Job Training, Personnel Evaluation, Problem Solving, Public Relations, Skill Development, Supervisory Training, Vocational Education

Identifiers — Project TEAMS NE

These Project TEAMS (Techniques and Education for Achieving Management Skills) instructional materials consist of five units for use in training business and industrial supervisors. Unit 1 is designed to help managers in business or industry increase management skills in regard to leadership techniques, problem solving and decision making, and time management. Management skills related to hiring and training employees and writing and using job descriptions and performance appraisals are covered in unit 2. The third unit contains material dealing with communications, delegation, public relations, and the role of the new manager. Materials provided in unit 4 discuss motivation, change, personnel management, conflict, and stress management. The final unit is concerned with management skills in the areas of budgeting, use of accounting data, computer awareness, economics, and advertising. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for independent business owner/managers, health care administrators, and public administrators are available separately through ERIC — see note.) (MN).

ED 201 813 CE 028 841

Project TEAMS (Techniques and Education for Achieving Management Skills): Independent Business Owner/Managers.

Platte Technical Community Coll. Columbus, Nebr

Spons Agency — Nebraska Coordinating Commission for Postsecondary Education, Lincoln

Pub Date — 80

Note — 187p.; Not available in paper copy due to colored paper. For related documents see CE 028 840-844

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Administrators, *Job Skills, *Management Development, *Managerial Occupations, *Supervisory Methods, Accounting, Administrator Characteristics, Administrator Role, Advertising, Behavioral Objectives, Budgeting, Communication Skills, Computers, Consultants, Continuing Education, Ethics, Individual Characteristics, Instructional Materials, Learning Activities, Meetings, Money Management, Objectives, Personnel Management, Problem Solving, Public Relations, Research, Risk, Skill Development, Success, Supervisory Training, Vocational Education

Identifiers — Entrepreneurs, Project TEAMS NE, Small Businesses

These Project TEAMS (Techniques and Education for Achieving Managerial Skills) instructional materials consist of five units for use in training independent business owner/managers. The first unit contains materials which deal with management skills relating to personal characteristics of successful business people, knowledge of self and chosen field, ethics, and problem solving. Time management, office organization, governmental regulations, employee benefits and insurance are discussed in unit 2. Topics covered in the third unit are personnel management, communications both with employees and with other businesses, public relations, and conducting meetings. Unit 4 consists of materials designed to increase managerial skills in regard to accounting, budgeting, computers, and market analysis. Goal-setting, risk-taking, use of consultants, research and development, and incorporating are examined in the final unit. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for business and industry supervisors, health care administrators, and public administrators are available separately through ERIC — see note.) (MN).

ED 201 814 CE 028 842

Project TEAMS (Techniques and Education for Achieving Management Skills): Health Care Administrators.

Platte Technical Community Coll. Columbus, Nebr

Spons Agency — Nebraska Coordinating Commission for Postsecondary Education, Lincoln

Pub Date — 80

Note — 159p.; Not available in paper copy due to colored paper. For related documents see CE 028 840-844

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Administrators, *Allied Health Occupations, *Job Skills, *Management Development, *Managerial Occupations,

*Supervisory Methods, Accident Prevention, Accounting, Administrator Education, Behavioral Objectives, Budgeting, Communication Skills, Conflict Resolution, Decision Making, Grantsmanship, Instructional Materials, Labor Legislation, Learning Activities, Medical Vocabulary, Meetings, Motivation Techniques, Peer Relationship, Personnel Evaluation, Personnel Management, Planning, Problem Solving, Professional Continuing Education, Program Evaluation, Public Relations, Recruitment, Supervisory Training, Technological Advancement, Vocational Education

Identifiers — Project TEAMS NE

These Project TEAMS (Techniques and Education for Achieving Management Skills) instructional materials consist of five units for use in training health care administrators. Unit 1 contains materials designed to help the health care administrators increase their management skills in regard to self-awareness, time management, problem solving, decision making, accounting and budgeting, and grantsmanship. Communications, peer skills, medical terminology, conducting a meeting, and public relations are discussed in the second unit. Materials provided in unit 3 deal with skills used in recruiting and hiring employees, labor laws applying to health care, job descriptions and evaluation of employees, and motivation. Skills relating to delegation, personnel management, conflict, stress, and accident prevention are discussed in the fourth unit. Topics included in the final unit are management theory, objectives and planning, program evaluation, change, and technological advances. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for business and industry supervisors, independent business owner/managers, and public administrators are available separately through ERIC — see note.) (MN).

ED 201 815 CE 028 843

Project TEAMS (Techniques and Education for Achieving Management Skills): Public Administrators.

Platte Technical Community Coll. Columbus, Nebr

Spons Agency — Nebraska Coordinating Commission for Postsecondary Education, Lincoln

Pub Date — 80

Note — 160p.; Not available in paper copy due to colored paper. For related documents see CE 028 840-844

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Administrators, *Job Skills, *Management Development, *Managerial Occupations, *Public Administration, *Supervisory Methods, Behavioral Objectives, Budgeting, Committees, Communication Skills, Computer Science, Conflict Resolution, Economics, Facilities, Grantsmanship, Instructional Materials, Learning Activities, Legislation, Leisure Time, Motivation Techniques, Personnel Management, Planning, Policy Formation, Problem Solving, Professional Continuing Education, Public Administration Education, Public Relations, Skill Development, Staff Development, Supervisory Training, Vocational Education

Identifiers — Project TEAMS NE

These Project TEAMS (Techniques and Education for Achieving Management Skills) instructional materials consist of five units for use in training public administrators. Unit 1 contains materials designed to help public administrators increase their management skills in the areas of leadership, management theories, time management, stress management, and problem solving. Topics covered in the second unit are accountability, planning, analytical skills, policy making skills, and legislative implications. Unit 3 consists of materials on communications, management techniques, committees, public relations, conflict management, and motivation. Skills relating to personnel techniques and management and staff development are covered in the fourth unit. Unit 5 deals with management skills in the areas of economics, budgeting, grantsmanship, physical facilities, computer technology, and leisure management. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for business and industry supervisors, independent business owners/managers, and health care administrators are available separately through ERIC — see note.) (MN).

ED 201 816 CE 028 844

Project TEAMS (Techniques and Education for Achieving Management Skills): Achieving Management Skills.

Platte Technical Community Coll. Columbus, Nebr

Spons Agency — Nebraska Coordinating Commission for Postsecondary Education, Lincoln

Pub Date — 80

Note — 112p.; Not available in paper copy due to colored paper. For related documents see CE 028 840-843

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Administrators, *Job Skills, *Management Development, *Managerial Occupations, *Skill Development, *Supervisory Methods, Behavioral Objectives, Budgeting, Communication Skills, Computers, Continuing Education, Federal Regulation, Instructional Materials, Learning Activities, Motivation Techniques, Personnel Management, Planning, Problem Solving, Public Relations, Vocational Education

Identifiers — Project TEAMS NE

These Project TEAMS (Techniques and Education for Achieving Management Skills) instructional materials consist of four units for use in teaching management skills. Unit 1 contains materials designed to help managers increase their management skills relating to time management, stress management, and personnel management. Topics covered in the second unit are budgeting, computers, and planning. Unit 3 discusses management skills in regard to communication, delegation, and motivation. Skills needed in the areas of government regulations, problem solving, and public relations are dealt with in the fourth unit. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for business and industry supervisors, independent business owners/operators, public administrators, and health care administrators are available separately through ERIC — see note). (MN).

ED 201 817 CE 028 845

Hefner, Dollie

Dental Assistant. Health Occupations Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date — 81

Note — 1,441p

Available from — Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 W. Sixth Ave. Stillwater, OK 74074 (State: $15.00, teacher; $12.75, student. Out-of-State: $25.00, teacher; $18.00, student)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF12 Plus Postage. PC Not Available from EDRS

Descriptors — *Allied Health Occupations Education, *Dental Assistants, *Dentistry, *Vocational Education, Course Content, Curriculum Guides, Learning Activities, Postsecondary Education, Secondary Education, Units of Study

This curriculum is comprised of 31 instructional units divided into eight subject areas: orientation (6 units), anatomy and physiology (6 units), dental histology (1 unit), microbiology and bacteriology (2 units), pharmacology (2 units), chairside assistance (9 units), roentgenology (2 units), and practice administration (3 units). Each instructional unit follows a typical format comprised of eight components: performance objectives, suggested activities for teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to test and assignment sheets. (LRA).

ED 201 818 CE 028 846

Bawulski, Tom And Others

Two-Year Sequential Curriculum Guide for the Related Class to the Cooperative Vocational Education Program.

Normal Community High Schools, Ill

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 80
Note — 68p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Cooperative Education, *Course Content, *Education Work Relationship, *Employment Qualifications, *School Business Relationship, *Vocational Education, Conservation Education, Curriculum, Entry Workers, High Schools, Human Relations, Job Skills, Mathematical Applications, Safety, Work Environment
Identifiers — Stress Management

The material presented in this guide was developed to serve as a two-year curriculum for classes connected to cooperative education programs. The overall subject of the guide is preparing for employment. The curriculum contains 16 units, arranged in sequential order with a recommended year of presentation shown on the course outline. Each of the units contains objectives, and is broken into several topics, with suggested resources that can be used to cover each topic. The units cover the following material: orientation to vocational education; entering the world of work; safety on the job; understanding business; human relations skills; law; individual potential; coping with stress; adult responsibilities; youth organizations; job-related mathematics; taxes; preparation for future employment; analyzing employment possibilities; the economic system; and resource conservation. In addition, there is an introduction on teaching technical competencies for the teacher, and a list of resources. (KC).

ED 201 839 CE 028 907

Wastewater Treatment I. Instructor's Manual.
American Water Works Association, Denver, Colo. California — Nevada Section. California Water Pollution Control Association, Sacramento. Joint Education Committee. Contra Costa Coll. San Pablo, Calif
Spons Agency — California Community Colleges, Sacramento. Office of Education (DHEW), Washington, D.C.
Pub Date — 79
Note — 408p.; For a related document see CE 028 908. Prepared in collaboration with Remcon, Inc
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC17 Plus Postage
Descriptors — *Equipment Maintenance, *Facilities, *Job Skills, *Vocational Education, *Waste Disposal, Behavioral Objectives, Continuing Education, Instructional Materials, Learning Activities, Postsecondary Education, Tests, Wastes, Water Pollution
Identifiers — Waste Water Treatment

This instructor's manual provides an outline and guide for teaching Wastewater Treatment I. It consists of nine sections. An introductory note and a course outline comprise sections 1 and 2. Section 3 (the bulk of the guide) presents lesson outlines for teaching the ten chapters of the manual entitled "Operation of Wastewater Treatment Plants'. Topics covered in the lesson outlines are treatment plant operation; reasons for treating wastes; wastewater facilities; racks, screens, and comminutors; grit removal; sedimentation and flotation; trickling filters; rotating biological contactors; activated sludge; waste treatment ponds; and disinfection and chlorination. Each lesson outline contains a list of objectives, discussion of the relative importance of material to be presented, and suggestions for three-hour labs involving fieldtrips to local facilities. Suggested handout materials, transparency masters, and visual aids are included in sections 4-6. The finalthree sections consist of sample questions and answers for exams and finals, objective tests and answers, and discussion and review questions. (A corresponding student's guide is available separately through ERIC — see note.) (MN).

ED 201 840 CE 028 908

Wastewater Treatment I. Student's Guide.
American Water Works Association, Denver, Colo. California — Nevada Section. California Water Pollution Control Association, Sacramento. Joint Education Committee. Contra Costa Coll. San Pablo, Calif
Spons Agency — California Community Colleges, Sacramento. Office of Education (DHEW), Washington, D.C.
Pub Date — 79
Note — 215p.; For a related document see CE 028 907. Prepared in collaboration with Remcon, Inc
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Equipment Maintenance, *Facilities, *Job Skills, *Vocational Education, *Waste Disposal, Behavioral Objectives, Continuing Education, Instructional Materials, Learning Activities, Postsecondary Education, Wastes, Water Pollution
Identifiers — Waste Water Treatment

This student's guide is designed to provide students with the job skills necessary for the safe and effective operation and maintenance of wastewater treatment plants. It consists of three sections. Section 1 consists of an introductory note outlining course objectives and the format of the guide. A course outline constitutes the second section. Section 3 (the bulk of the guide) presents lesson outlines, reviews, and labs (in the form of field trips to wastewater treatment plants) for use in conjunction with the ten chapters of the text entitled "Operation of Wastewater Treatment Plants'. Topics covered in these outlines are treatment plant operation; reasons for treating wastes; wastewater facilities; racks, screens, comminutors, and grit removal; sedimentation and flotation; trickling filters; rotating biological contactors; activated sludge; waste treatment ponds; and disinfection and chlorination. (A related instructor's manual is available separately throughERIC — see note.) (MN).

ED 201 844 CE 028 937

Student Material for Competency-Based Education Curriculum for Licensed Practical Nurse.
Associated Educational Consultants, Inc. Pittsburgh, Pa. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 79
Note — 426p.; For a related document see CE 028 938
Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC18 Plus Postage
Descriptors — *Competency Based Education, *Job Skills, *Medical Services, *Nursing Education, *Practical Nursing, Check Lists, Employment Opportunities, Human Relations, Learning Activities, Nurses, Postsecondary Education, Recordkeeping, Skills, Task Analysis, Work Sample Tests

This curriculum for licensed practical nurse contains 18 units. Each unit is divided into modules comprised of task or job-related competencies. A student competency sheet (SCS) provided for each task is organized into this format: unit number and name, module letter and name of the group of related tasks, and number and name of task; performance checklist; test portion listing items needed, task, and standard; and learning activities. Following some SCSs are information sheets, self-check tests, and/or performance checks. The first three units (A,B,C), which deal with employment opportunities, human relations, and charting, reporting, and recording contain no modules, only tasks. The units cover such nursing skills as maintaining a clean, safe environment; caring for personal, nutrition, and elimination needs of patients; assisting with treatments and procedures; coordinating and communicating; medical and surgical asepsis; caring for the terminal patient; administering emergency treatments; establishing sterile areas; preparing patients for examinations or surgery; administering medication; caring for respiratory tract and urinary, gastro-intestinal, and reproductive systems; and performing supervised management procedures. A teacher's guide is available separately — see note.(YLB).

ED 201 845 CE 028 938

Teacher's Guide for Competency-Based Education Curriculum for Licensed Practical Nurse.
Associated Educational Consultants, Inc. Pittsburgh, Pa. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 79
Note — 209p.; For a related document see CE 028 937

Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Competency Based Education, *Job Skills, *Medical Services, *Nursing Education, *Practical Nursing, Achievement Tests, Answer Keys, Educational Equipment, Nurses, Postsecondary Education, Skills, Teaching Guides

This teacher's guide is designed to accompany the Licensed Practical Nurse Competency-Based Education Curriculum studentmaterials available separately (see note). It contains an explanation of the curriculum and suggested usage, a list of competencies by job title (other occupations which use the same competencies), Licensed Practical Nurse Curriculum table of contents, suggested evaluation aids of three types — task, module, and unit test — and answer keys, and a list of references to accompany the curriculum. Appendix A is a copy of data collected through a revalidation survey of incumbent workers. Data are reported according to (1) state responses (West Virginia and Pennsylvania), (2) years of service in the occupation, and (3) occupation of the respondent. Appendix B lists additional tasks performed by survey respondents and additional equipment used. (YLB).

ED 201 846 CE 028 939

Jordan, Betty Jo And Others
Adult Programs in Consumer and Homemaking Education.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education
Pub Date — 79
Note — 399p
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC16 Plus Postage
Descriptors — *Adult Education, *Adult Programs, *Consumer Education, *Family Life Education, *Home Economics, *Home Management, Child Development, Child Rearing, Clothing, Clothing Instruction, Course Descriptions, Family Life, Housing, Parenthood Education, Program Improvement, Sewing Instruction, Textiles Instruction

This publication contains descriptions of 100 courses for use by local education agencies in updating their Adult Consumer and Homemaking program offerings in response to new legislative and policy rulings. Courses are divided into these six categories: (1) Family Living and Parenthood Education (18 courses), (2) Nutrition (16 courses), (3) Housing and Home Management (18 courses), (4) Consumer Education (20 courses), (5) Clothing and Textiles (13 courses), and (6) Child Development, Care, and Guidance (15 courses). Each course description is arranged in this format: suggested time (number and length of sessions), course description (brief paragraph), topical outline, and list of resources. (YLB).

ED 201 849 CE 028 950

Thompson, William R.
Competency Based Education Curriculum for Prevocational Manufacturing Exploration. Teacher's Guide.
West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 81
Note — 871p
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF06/PC35 Plus Postage
Descriptors — *Career Exploration, *Competency Based Education, *Learning Modules, *Manufacturing Industry, *Occupations, *Prevocational Education, Appliance Repairers, Audiovisual Aids, Competence, Course Content, Curriculum Guides, Drafting, Electric Motors, Electronic Technicians, Equipment, Foundries, Graphic Arts, Machinists, Metal Working, Photography, Printing, Refrigeration Mechanics, Secondary Education, Sheet Metal Work, Television Radio Repairers, Vocational Education, Warehouses, Welding
Identifiers — Coal Mining, Compositors (Printing and Publishing), Custodians, West Virginia

This publication is the teacher's guide for the competency-based Prevocational Manufacturing Exploration curriculum for secondary students in West Virginia. The guide is intended to help instructors give students career exploration activities in the various fields and job categories of manufacturing. The guide is organized into 18 learning modules. In each module is a career information sheet that includes a unit of study, occupational category, occupational division, occupational group, occupational overview, and representative job title within the occupational group. Included within the guide are listings of audiovisual aids, references, equipment, and supplies for presenting the various areas of manufacturing. Also included are the answers to all of the questions from the worksheets contained in most lessons. The following occupations are represented by the learning modules: wrought iron worker, foundry worker, printer, electricity/electronics technician, artist, compositor, photographer, drafter, sheet metal worker, machinist, welder, motor repairer, radio and television repairer, air conditioner mechanic, custodian, coal miner, and warehouse operator. (KC).

ED 201 850 CE 028 954

Long, Diana
Agribusiness Management. Competency Based Education Curriculum. Student Material.
Radio Corp. of America, Charleston, W. Va. Education Services. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 79
Note — 261p.; For a related document see CE 028 955
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC11 Plus Postage
Descriptors — *Agribusiness, *Agricultural Education, *Business Education, *Competency Based Education, *Learning Modules, Accounting, Advertising, Bookkeeping, Curriculum, Instructional Materials, Learning Activities, Marketing, Mathematics, Merchandising, Secondary Education, Student Evaluation, Transportation
Identifiers — West Virginia

This publication contains the student materials for the competency-based curriculum in agribusiness management for high school students in West Virginia. The purpose of the competency-based education curriculum is to providea set of West Virginia-validated agribusiness tasks, along with the steps needed to perform each task, the evaluation standards, and suggested learning activities. These student materials consist of a student competency sheet for each of the 54 competencies (arranged in 12 learning modules), of the agribusiness management curriculum. (The 12 competencies encompassing the Agribusiness Management curriculum include the following: occupational knowledge, selling principles, sale closing, mathematics, related mathematics, advertising, special sales, stock, accounting and bookkeeping, pricing, inventory, and shipping and receiving.) Each competency sheet contains the competency, a performance guide, learning activities, and an evaluation to be performed or completed by the student. (The materials are suitable to be distributed to students, or may be used as part of the teacher's lesson plan.) Additional student handouts are also provided for some of the competencies. (KC).

ED 201 851 CE 028 955

Long, Diana
Agribusiness Management. Competency Based Education Curriculum. Teacher's Guide.
Radio Corp. of America, Charleston, W. Va. Education Services. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date — 79
Note — 163p.; For a related document see CE 028 954
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Agribusiness, *Agricultural Education, *Business Education, *Competency Based Education, *Learning Modules, Accounting, Advertising, Bookkeeping, Competence, Course Content, Curriculum, Learning Activities, Marketing, Mathematics, Merchandising, Secondary Education, Student Evaluation, Transportation
Identifiers — West Virginia

This publication is the Teacher's Guide for the competency based curriculum in agribusiness management for high school students in West Virginia. The purpose of the competency based education curriculum is to provide a set of West Virginia-validated agribusiness tasks, along with the steps needed to perform each task, the evaluation standards, and suggested learning activities. The first six sections of the guide provide background information and suggestions for use of the curriculum. Topics include an introduction, identification and validation of job titles and competencies, functions of developmental committee, program organizations, bibliography of resources, and an equipment list. Section 7, the main body of the guide, deals with implementation of the curriculum. For each of the 12 modules, encompassing 54 competencies, the guide provides a competency sheet summarizing equipment needed, instructor's responsibilities, and a summary and/or answers to the criterion evaluation included with each competency. The 12 modules encompassing the agribusiness management curriculum include the following: occupational knowledge, selling principles, sale closing, mathematics, related mathematics, advertising, special sales, stock, accounting and bookkeeping, pricing, inventory, and shipping and receiving. A student grade card for the agribusiness management curriculum completes the publication. (KC).

ED 201 852 CE 028 956

Long, Diana
Masonry. Teacher's Guide. Competency Based Education Curriculum.
Radio Corp. of America, Dallas, Tex. Education Services. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 79
Note — 85p.; For a related document see CE 028 957
Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Bricklaying, *Building Trades, *Competency Based Education, *Job Skills, *Masonry, *Trade and Industrial Education, Answer Keys, Educational Equipment, Evaluation Criteria, Learning Activities, Postsecondary Education, Skilled Occupations, Teaching Guides

This teacher's guide is designed to accompany the competency based masonry student materials (see note). It is intended for use as a reference and aid in implementing the curriculum. The guide includes these sections: Identification and Validation of Job Titles and Competencies, Functions of the Developmental Committee, Program Organization (modules and competencies), Bibliography of Resources, and Equipment List. Developed to aid in conducting/implementing the program, the final section contains a summary of each competency sheet and provides this information: module and competency number and name, equipment needed, textbook, instructor's responsibilities, and a summary and/or answers to the criterion evaluation. Answer keys to learning activities are also included. (YLB).

ED 201 853 CE 028 957

Long, Diana
Masonry. Student Material. Competency Based Education Curriculum.
Radio Corp. of America, Dallas, Tex. Education Services. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 79
Note — 106p.; Some pages will not reproduce well due to small, light type. For a related document see CE 028 956
Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Bricklaying, *Building Trades, *Competency Based Education, *Job Skills, *Masonry, *Trade and Industrial Education, Check Lists, Curriculum Guides, Learning Activities, Postsecondary Education, Skilled Occupations, Task Analysis, Work Sample Tests

This curriculum for masonry is organized into 12 modules. Each module is comprised of two to nine competency statements. A student competency sheet provided for each competency is organized into this format: module and competency number and name, performance guide (for some competencies), learning activities, and an evaluation. Where appropriate, student quizzes, work sheets, and handouts are included. Titles of the modules include (1) Occupational Knowledge; (2) Leveling, Gaging, and Squaring; (3) Laying Basics; (4) Tooling and Pointing Joints; (5) Patterns; (6) Wall Construction; (7) Laying Columns; (8) Preparing Foundations and Footings; (9) Constructing Buildings; (10) Performing Miscellaneous Masonry Work; (11) Arches; and (12) Constructing Residential Chimneys and Fireplaces. A teacher's guide is available separately — see Note.(YLB).

ED 201 855 CE 028 964

Froelich, Larry And Others
Food Marketing: Cashier-Checker. Teacher's Guide. Competency Based Curriculum.
West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 80
Note — 62p.; Figures will not reproduce well due to light print. For a related document see CE 028 965
Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Competency Based Education, *Distributive Education, *Food Stores, *Job Skills, *Retailing, *Service Occupations, Answer Keys, Educational Equipment, Interpersonal Competence, Marketing, Mathematics, Postsecondary Education, Secondary Education, Teaching Guides, Transparencies
Identifiers — Cashier Checker Training

This teacher's guide is designed to accompany the Competency Based Cashier-Checker Curriculum student materials — see note. Contents include a listing of reference materials, tool and equipment lists, copy of the table of contents for student competency sheets, teacher's suggestions, and answer keys for information sheets and exercises. Approximately one-half of the guide is comprised of transparency masters, which are provided for use at the teacher's discretion. (YLB).

ED 201 856 CE 028 965

Froelich, Larry And Others
Food Marketing: Cashier-Checker. Student Material. Competency Based Curriculum.
West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 80
Note — 209p.; For a related document see CE 028 964
Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Competency Based Education, *Distributive Education, *Food Stores, *Job Skills, *Retailing, *Service Occupations, Check Lists, Drills Practice, Interpersonal Competence, Learning

Activities, Marketing, Mathematics, Postsecondary Education, Secondary Education, Skills, Task Analysis
Identifiers — Cashier Checker Training

This curriculum for food marketing (cashier-checking) is designed to provide entry-level employment skills. It is organized into 13 units which contain one to ten competencies. A student competency sheet provided for each competency is organized into this format: unit and competency number and name, learning steps, learning activities, and evaluation. Where appropriate, student quizzes, work sheets, and information sheets are included. Titles of the units are (1) Basic Math Skills, (2) Interpersonal Skills, (3) Employment Skills, (4) Occupational Awareness, (5) Introduction to Retailing, (6) Introduction to Cash Register Mechanics, (7) Cash Register Key Identification, (8) Cash Register Operation, (9) Serving Customers, (10) Store Safety and Security, (11) Receiving and Stocking Merchandise, (12) Displaying Merchandise, and (13) Miscellaneous. A teacher's guide is available separately (see note). (YLB).

ED 201 857 CE 028 967

McCloy, Robert J.
Competency Based Curriculum for Real Estate Agent.
West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 80
Note — 452p
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC19 Plus Postage
Descriptors — *Competency Based Education, *Learning Modules, *Marketing, *Real Estate, *Salesmanship, Adult Education, Advertising, Competence, Continuing Education, Course Content, Curriculum, Economics, Educational Objectives, Learning Activities, Postsecondary Education, Property Appraisal, Real Estate Occupations
Identifiers — West Virginia

This publication is a curriculum and teaching guide for preparing real estate agents in the state of West Virginia. The guide contains 30 units, or lessons. Each lesson is designed to cover three to five hours of instruction time. Competencies provided for each lesson are stated in terms of what the student should be able to do as a result of the instruction. Each lesson plan is constructedin a T-form, which sets out the content of the course or the lesson on the left-hand side of the format with teaching references and recommendations to the instructor on how to present the material placed on the right side of the format. Printable handout sheets and illustrations are located at the end of the lesson to which they relate. Included with the lesson plan for each topic is a checkup quiz and an application commitment plan for students to indicate activities that he/she agrees to carry out. Each lesson is designed to be presented by an experienced, practicing real estate broker. Topics covered by the lessons in the course include orientation to real estate and legal considerations; residential construction and design considerations; residential appraising; real estate finance; overview of selling; preparing to list; prospecting for listings; obtaining listings; marketing and listing; preparing yourself for successful selling; qualifying the purchaser and the property; obtaining prospective purchasers; closing the sale; and sales and marketing roundtable. (KC).

ED 201 858 CE 028 969

Competency Based Education Curriculum for Data Processing.
Radio Corp. of America, Charleston, W. Va. Education Services. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date -- 81
Note — 160p
Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Competency Based Education, *Computer Storage Devices, *Data Processing, *Job Skills, *Programing, *Programing Languages, Business Education, Check Lists, Curriculum Guides, Data Processing Occupations, Learning Activities, Learning Modules, Postsecondary Education, Problem Sets, Secondary Education, Task Analysis
Identifiers — BASIC Programing Language, COBOL Programing Language, FORTRAN Programing Language

This curriculum for data processing is organized into four learning modules. Each module is comprised of four to seven competencies. A student competency sheet provided for each competency is organized into this format: module and competency number and name, performance guide, learning activities, and an evaluation. Where appropriate, student quizzes, work sheets, and information sheets are included. Titles of the modules include (1) Data Processing Fundamentals, (2) BASIC Programming, (3) COBOL Programming, and (4) FORTRAN Programming. (YLB).

ED 201 859 CE 028 970

Competency-Based Education Curriculum for Prevocational Health Exploration. Teacher's Guide.
Radio Corp. of America, Charleston, W. Va. Education Services. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 81
Note — 59p.; For a related document see CE 028 971
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Career Exploration, *Competency Based Education, *Health Occupations, *Learning Modules, *Medical Assistants, *Prevocational Education, Allied Health Occupations, Career Education, Competence, Course Content, Curriculum Guides, Dental Assistants, Dental Technicians, Learning Activities, Medical Laboratory Assistants, Medical Vocabulary, Nurses Aides, Practical Nurses, Secondary Education, Self Evaluation Individuals, Surgical Technicians, Vocational Education
Identifiers — Emergency Medical Technicians, West Virginia

This publication is the teacher's guide for the competency-based curriculum in prevocational health exploration for secondary students in West Virginia. After the introduction, which provides a rationale for competency-based instruction in the prevocational curriculum, the following sections are included in the guide: development and validation of competencies; functions of the development committee; program organization; resources; and the major section, implementation of curriculum. The curriculum consists of 31 competencies, organized into 10 modules. For each competency, the guide provides the following information, which is used in the student competency sheets provided in the publication, "Student Materials": competency; summary of learning activities; time involved; equipment needed; summary and/or answers to evaluation; and special notes and conditions. The 10 modules included in the prevocational health exploration curriculum are the following: emergency medical technician (EMT); surgical technician; medical laboratory technician; dental assistant; ward clerk; nurse's aide/orderly; respiratory therapist; licensed practical nurse (LPN); medical assistant; and dental laboratory technician. (KC).

ED 201 860 CE 028 971

Competency Based Education Curriculum for Prevocational Health Exploration. Student Material.
Radio Corp. of America, Charleston, W. Va. Education Services. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 81
Note — 273p.; For a related document see CE 028 970
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC11 Plus Postage

Descriptors — *Career Exploration, *Competency Based Education, *Health Occupations, *Learning Modules, *Medical Assistants, *Prevocational Education, Allied Health Occupations, Career Education, Competence, Course Content, Curriculum, Dental Assistants, Dental Technicians, Instructional Materials, Learning Activities, Medical Laboratory Assistants, Medical Vocabulary, Nurses Aides, Practical Nurses, Secondary Education, Self Evaluation Individuals, Surgical Technicians, Vocational Education
Identifiers — Emergency Medical Technicians, West Virginia

This publication contains the student materials for the comptency-based curriculum in prevocational health exploration for secondary students in West Virginia. These student materials consist of a student competency sheet for each of the 31 competencies (arranged in 10 learning modules) of the curriculum. Each competency sheet states the competency, and contains learning objectives, learning activities, and a student evaluation. Included additionally are information about the 10 health occupations contained in the 10 modules, worksheets, and student self-evaluation ofattitude for each competency. The 10 modules cover emergency medical technician; surgical technician; medical laboratory technician; dental assistant; ward clerk; nurse's aide/orderly; respiratory therapist; licensed practical nurse; medical assistant; and dental laboratory technican. (The materials are suitable for distribution to students, or may be used as part of the teacher's lesson plan.) (KC).

ED 201 861 CE 028 972

Competency-Based Education Curriculum for Machine Shop. Teacher's Guide.
Associated Educational Consultants, Inc. Pittsburgh, Pa. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 80
Note — 214p.; For a related document see CE 028 973
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Competency Based Education, *Learning Modules, *Machine Tool Operators, *Machine Tools, *Machinists, *Trade and Industrial Education, Competence, Course Content, Curriculum Guides, Equipment, Numerical Control, Objective Tests, Secondary Education, Vocational Education
Identifiers — West Virginia

This teacher's guide is designed to accompany the machine shop competency-based education curriculum for secondarystudents in West Virginia. It has been developed to facilitate use of the curriculum by instructors of machine shop programs. The teacher's guide contains the following material: an explanation of the curriculum and suggested usage; a list of competencies, by job title; job sheets; suggested tests; and a list of references to accompany the curriculum. The appendixes contain data and information on tasks currently performed and equipment used, as determined from a validation survey. There are also lists of additional tools and equipment used and tasks performed by respondents to the survey. The material is keyed to the 16 units of the student materials for the machine shop curriculum. Job titles covered by the competencies include machinist, electrical discharge machine set-up operator, numerical control machine operator, and machine shop supervisor (tool). (KC).

ED 201 862 CE 028 973

Competency-Based Education Curriculum for Machine Shop. Student Material.
Associated Educational Consultants, Inc. Pittsburgh, Pa. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 80
Note — 593p.; For a related document see CE 028 972
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF03/PC24 Plus Postage
Descriptors — *Competency Based Education, *Learning Modules, *Machine Tool Operators, *Machine Tools, *Machinists, *Trade and Industrial Education, Competence, Course Content, Curriculum, Equipment, Instructional Materials, Learning Activities, Numerical Control, Secondary Education, Self Evaluation Individuals, Vocational Education
Identifiers — West Virginia

This publication contains the student material for the machine shop competency-based education curriculum for secondarystudents in West Virginia. It has been developed to facilitate the learning of skills necessary for a career as a machinist. The tasks in the curriculum are those actually performed on the job. The materials are intended for use by students and/or the instructor. The student material is made up of 16 units, divided into modules. Each module is made up of several tasks (job-related competencies). For each task there is a student competency sheet that requires performance of five or more steps in order to accomplish the task. Each student competency sheet contains a performance checklist, a "test" — items needed, task to be done, and standard (how well the task must be done) — and learning activities. Some student competency sheets have extra information sheets, a self-check test, or an instructor check sheet. Job titles covered by the tasks in the modules include machinist, electrical discharge machine set-up operator, numerical control machine operator, and machine shop supervisor (tool). (KC).

ED 201 863 CE 028 976

Meckley, Richard And Others
Teacher's Guide for Competency Based Core Curriculum for Health Occupations.
West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 80
Note — 70p.; For a related document see CE 028 977
Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reference Materials — Bibliographies (131). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Allied Health Occupations, *Allied Health Occupations Education, *Competency Based Education, *Interpersonal Competence, *Job Skills, *Medical Services, Answer Keys, Communication Skills, Educational Equipment, Human Relations, Mastery Tests, Postsecondary Education, Teaching Guides

This teacher's guide is intended to acompany the Competency Based Core Curriculum for Health Occupations student materials — see note. Contents include suggested tests and answer keys for student evaluation and a tool and equipment list. A comprehensive bibliography is organized into these topics: dental hygiene, medical laboratory technology, medical services, nursing, operating room technology, radiological technology, respiratory therapy, veterinarian assistant technology, and miscellaneous. (YLB).

ED 201 864 CE 028 977

Meckley, Richard And Others
Post Secondary School Competency Based Core Curriculum for Health Occupations. Student Material.
West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 80
Note — 169p.; For a related document see CE 028 976
Available from — West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Allied Health Occupations, *Allied Health Occupations Education, *Competency Based Education, *Interpersonal Competence, *Job Skills, *Medical Services, Check Lists, Communication Skills, Core Curriculum, Curriculum Guides, Drills Practice, Human Relations, Learning Activities, Postsecondary Education,

Task Analysis

This postsecondary core curriculum for health occupations provides students with curriculum guides for developing competencies common to all postsecondary programs. It is organized into ten learning units which contain two to seven competencies. Each competency is presented in a format providing this information: unit competency number and name, learning checklists, learning activities, and evaluative standards. Where appropriate, student quizzes, work sheets, and information sheets are included. Titles of the units include (1) Basic Communication Skills; (2) Interpersonal Skills; (3) Employment; (4) Human Relations; (5) Charting, Reporting, and Recording; (6) Maintaining a Clean, Safe Environment; (7) Caring for Personal Needs of Patients; (8) Assisting with Treatments and Procedures; (9) Medical and Surgical Asepsis; and (10) Administering Emergency Care. A teacher's guide is available separately (see note). (YLB).

ED 201 887 CE 029 022

Crousen, Willa Vee, Ed

A Guide for Vocational Teachers of Intensive Business Training in Mississippi.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education. Mississippi State Univ. Mississippi State. Dept. of Agricultural and Extension Education

Pub Date — 80

Note — 124p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Business Skills, *Human Relations, *Minimum Competencies, *Office Occupations Education, *Office Practice, Behavioral Objectives, Business Communication, Business Education, Calculators, Career Education, Competency Based Education, Curriculum Guides, Data Processing, Employment Potential, Filing, Graphic Arts, High Schools, Job Search Methods, Job Skills, Learning Activities, Orientation, Recordkeeping, Reprography, Secondary Education, Student Evaluation, Typewriting, Units of Study

Identifiers — Intensive Business Training, Mississippi, Word Processing

This curriculum guide contains 12 units covering topics that could become a part of a program of study for high school Intensive Business Training. It utilizes a competency-based format and a curriculum that provides for proficiency testing which leads to minimum competencies in the field of office education. Each unit is organized according to the following format: rationale, minimum competencies needed for job entry, course content, student activities, suggested evaluation, and listing of references and resources. These units are provided: Basic Communications, Calculating Machines, Clerical Recordkeeping, Data Processing, Filing, Graphic Arts, Human Relations, Job Orientation, Office Simulation, Office Typewriting, Reprographics, and Word Processing. Appendixes include (1) suggested supply lists, (2) ideas for implementing career education in business and office programs, (3) legislation affecting business and office education, (4) resource list, (5) intensive business training evaluative criteria for Mississippi programs, (6) tips for teaching business and office classes, (7) suggestions for teaching the handicapped, and (8) these sample forms, formats, and activities: integrated project, student profile, progress chart, rotation plan, checklist, job sheet, and module. (YLB).

ED 201 890 CE 029 040

Marketing and Distributive Education Curriculum Guide.

Michigan State Univ. East Lansing. Coll. of Agriculture and Natural Resources Education Inst

Spons Agency — Michigan State Board of Education, Lansing. Michigan State Dept. of Education, Lansing. Div. of Vocational Education

Pub Date — 80

Contract — 33B9-9151

Note — 299p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC12 Plus Postage

Descriptors — *Competency Based Education, *Distributive Education, *Employment Potential, *Job Skills, *Marketing, Advertising, Business Administration, Communications, Course Content, Curriculum Guides, Display Aids, Economics, Human Relations, Learning Activities, Mathematics, Merchandising, Personnel Management, Salesmanship, Secondary Education

Identifiers — Interstate Distributive Educ Curriculum Consortium

This research-based curriculum guide for a secondary marketing and distributive education program covers 12 institutional areas. They are advertising, communications, display, human relations, management, mathematics, merchandising, operations, product/service technology, sales, economics of marketing, and employability skills. A content outline is followed by 12 sections, each devoted to one of the instructional areas/duties, in which are contained task statements, achievement indicators, criteria, and related IDECC (Interstate Distributive Education Curriculum Consortium) competencies. Student achievement records in the next section include a form for recording student skill performance, suggested school year training plan, and class achievement record. A suggested cooperative education student training agreement is then provided. Another section includes several suggestions for a school store. The final section contains learning activities related to the tasks under the various instructional areas/duties. The resources needed are indicated. (YLB).

ED 201 891 CE 029 045

Pub Date — 81

Note — 61p.; For related documents see CE 028 469-474 andCE 029 046-051

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Consumer Education, *Health Education, *Health Services, *Low Income Groups, *Medical Services, *Medicine, Adult Education, Drug Education, Family Health, Health Insurance, Health Needs, Medical Care Evaluation, Nursing Homes, Physician Patient Relationship, Social Agencies, Teaching Methods

Identifiers — Medicare

This module, one of six on teaching consumer matters to low-income groups, focuses on health care alternatives. It provides helpers of low-income people in Virginia with a composite of information in the areas of traditional health care, alternatives to the traditional methods, insurance, medications, and fraudulent practices. At the end of each unit, tools for teaching and teaching techniques which can be utilized to convey this information to clients are included. Appended materials include information about nursing homes, social service agencies, medicare, and questions to ask the doctor. (CT).

ED 201 892 CE 029 046

Shurtz, Mary Ann LeFlore, Ann Becker

An Insurance Planner. Teaching Low-Income Consumersabout Insurance.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va

Spons Agency — Virginia State Dept. of Welfare, Richmond

Pub Date — 80

Note — 58p.; For related documents see CE 028 469-474 andCE 029 045-051

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Consumer Education, *Health Insurance, *Insurance, *Low Income Groups, *Money Management, Adult Education, Decision Making, Teaching Methods

Identifiers — Automobile Insurance, Tenants Insurance

This module, one of six on teaching consumer matters to low-income groups, focuses on buying insurance. Topics include life insurance (language, types, settlement options), auto insurance, health insurance (standard, health maintenance organizations, medicaid, medicare), tenant's insurance (property damage, liability), what to do in case of loss, how to shop for insurance, workshops, and free information. (CT).

ED 201 893 CE 029 047

Farmer, Beckwood M.

How to Buy Goods and Services.
Northern Virginia Community Coll. Annandale
Spons Agency — Office of Education (DHEW), Washington, D.C.
Pub Date — 78
Note — 76p.; For related documents see CE 028 469-474 andCE 029 045-051
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Audiovisual Instruction, *Consumer Economics, *Consumer Education, *Consumer Protection, *Purchasing, *Services, Government Role, Guidelines, Volunteer Training

This module is one of a set of seven prepared in conjunction with the title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses'. It is designed to be a basic text for use in making a one-hour presentation on how to buy goods and services. An accompanying slide set is keyed to the text of the module. (An illustration of each slide is provided.) Topics in the module include the fundamentals of economics which affect consumers in the marketplace; the role of the government in the operation of our economic system; and general consumer guidelines for buying food, cars and car services, television and related repair services, retail goods, mail order goods, real estate, contractual services, credit, furniture, and rental or leased housing. A multiple-choice/true-false quiz (with answers), discussion questions, and a bibliography are appended. (CT).

ED 201 894 CE 029 048
Templin, Robert G. Jr
Leadership and Teaching Skills.
Northern Virginia Community Coll. Annandale
Spons Agency — Office of Education (DHEW), Washington, D.C.
Pub Date — 79
Note — 61p.; For related documents see CE 028 469-474 andCE 029 045-051
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Adult Learning, *Consumer Education, *Leadership Training, *Program Development, *Teaching Methods, *Volunteer Training, Adult Education, Adult Students, Audiovisual Instruction, Evaluation Methods, Learning Activities, Program Implementation, Speech Communication, Teaching Skills

This module is one of a set of seven prepared in conjunction with the Title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses'. It is designed to serve as a volunteer leader guide in the development of leadership and teaching skills. Part 1 contains the text of "Leadership and Teaching Skills'. Topics include the important differences between children and adults as learners, major characteristics of adults as learners, the most important principles of adult learning, and the essential stages of presenting an effective consumer education program. Part 2 includes materials on planning, conducting, and evaluating presentations. Materials in this section include planning tools (such as needs assessment, learning objectives, aids inventory), methods and techniques of conducting learning activities (such as brainstorming, case study, interview, and role playing), and evaluation instruments (questionnaires and self-assessment). A slide set, keyed to the text, accompanies this module. (An illustration of or instruction for each slide is provided.) An essay by Paul English on making a presentation is appended. (CT).

ED 201 895 CE 029 049
Schmitt, Jacqueline R.
Legal Aspects of the Marketplace.
Northern Virginia Community Coll. Annandale
Spons Agency — Office of Education (DHEW), Washington, D.C.
Pub Date — 78
Note — 56p.; For related documents see CE 028 469-474 andCE 029 045-051
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Legal / Legislative / Regulatory Materials (090)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Audiovisual Instruction, *Consumer Economics, *Consumer Education, *Consumer Protection, *Laws, Adult Education, Audiovisual Aids, Audiovisual Communications, Credit Finance, Marketing, Speech Communication, Volunteer Training
Identifiers — Warranties

This module is one of a set of seven prepared in conjunction with the Title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses'. It is designed to be a basic text for use in making a one-hour presentation on legal aspects of the marketplace. Through use of the attached bibliography, a more in-depth knowledge can be acquired and the presentation expanded. For shorter presentations, portions of the text can be extracted. A slide set keyed to the text accompanies each module. (An illustration for each slide is provided.) The module contains a script that can be read verbatim or developed further by use of personal background and research. Topics in the script include consumer rights, supply and demand, credit information, debt collection, warranties, and market schemes. A multiple-choice/true-false quiz is appended. (CT).

ED 201 896 CE 029 050
Garman, G. Thomas
Rights and Responsibilities in the Marketplace.
Northern Virginia Community Coll. Annandale
Spons Agency — Virginia State Dept. of Welfare, Richmond
Pub Date — 78
Note — 79p.; For related documents see CE 028 469-574 andCE 029 045-051
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Legal / Legislative / Regulatory Materials (090)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Citizen Role, *Consumer Economics, *Consumer Education, *Consumer Protection, *Government Role, *Laws, Business Responsibility, Economics, Legislation, Volunteer Training

This module is one of a set of seven prepared in conjunction with the Title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses'. It is designed to be a basic text for use in making a one-hour presentation on rights and responsibilities in the marketplace. Topics include the six basic rights of consumers; responsibilities of consumers, especially as they relate to rights; the roles of business, the federal government, and consumers as they interact in the functioning of the American marketplace; important historical events in the consumer movement through the decade of "consumerism"; six proposals to strengthen the power of consumers; and the impact of one'sings, a multiple-choice quiz, discussion questions, and a bibliography. (CT).

ED 201 897 CE 029 051
Wood, Douglas
Sources of Assistance.
Northern Virginia Community Coll. Annandale
Spons Agency — Office of Education (DHEW), Washington, D.C.
Pub Date — 79
Note — 86p.; For related documents see CE 028 469-474 andCE 029 045-050
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Legal / Legislative / Regulatory Materials (090)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Audiovisual Instruction, *Consumer Education, *Consumer Protection, *Legal Aid, *State Legislation, Adult Education, Volunteer Training
Identifiers — Virginia

This module is one of a set of seven prepared in conjunction with the Title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses'. It is designed to be a basic text for use in making a one-hour presentation on sources of consumer assistance. Topics include consumers' alternatives for self-help, functions of the Virginia Office of Consumer Affairs, functions of the local consumer affairs offices in Virginia, procedures for making claims in courts not of record, common law remedies available to consumers, the Uniform Commer-

cial Code, Virginia Consumer Protection Act of 1977, prohibited activities pertaining to sales, and the Virginia Home Solicitation Sales Act. An accompanying slide set is keyed to the text of the module. (An illustration of each slide is provided.) A true-false quiz, discussion questions, and a bibliography are also included. A self-help guide outline, consumer phonenumbers, sources of legal assistance for military personnel, general sources of consumer information, and a complaint flow chart are appended. (CT).

ED 203 016 CE 028 966

Competency-Based Education Curriculum for Firefighter Training.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Pub Date — 81

Note — 319p

Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC13 Plus Postage

Descriptors — *Competency Based Education, *Equipment Utilization, *Fire Fighters, *Fire Protection, *Job Skills, *Vocational Education, Alarm Systems, Behavioral Objectives, Competence, Curriculum Guides, Equipment, Fire Science Education, First Aid, Learning Activities, Rescue, Safety Education

Identifiers — West Virginia

This competency-based education curriculum, developed by firefighters and educators in West Virginia, is designed for use as a resource for the development of improved firefighter training programs. It consists of an introductory note to the instructor and 140 competency sheets. These sheets deal with tasks in the following areas: general information; forcible entry; protective breathing apparatus; first aid; ropes; salvage; fire hoses, nozzles, and appliances; fire streams; ladders; ventilation; inspection; rescue; sprinklers; fire alarm and communications; and the chemistry of fire. The competency sheets generally contain a title and task statement(cross-referenced to the performance objectives in the National Fire Protection Association standards), a listing of necessary tools and equipment, a description of learning steps, resources, suggested learning activities, the required performance standard, and one or more information sheets containing illustrations and/or additional explanatory material. (MN).

ED 203 017 CE 028 974

Teacher's Guide for Competency-Based Vocational Curriculum for Welding.

Associated Educational Consultants, Inc. Pittsburgh, Pa. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date — 80

Note — 220p.; For a related document see CE 028 975

Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC09 Plus Postage

Descriptors — *Competency Based Education, *Equipment Utilization, *Job Skills, *Metal Working, *Trade and Industrial Education, *Welding, Answer Keys, Blueprints, Certification, Competence, Cost Estimates, Employment Opportunities, Equipment, Equipment Maintenance, Human Relations, Job Training, Mathematics, Measurement, Mechanical Skills, Safety, Supervisory Methods, Tests, Vocational Education

This teacher's guide is designed to accompany the competency-based education student material for welding (available separately through ERIC — see note.) It consists of five sections andthree appendixes. Section 1 discusses the uses of the welding competency-based curriculum along with its purpose and design. Definitions of terms used in the guide are provided in section 2. The third section contains a listing of the use of competencies by job title. Section 4 outlines the welding curriculum table of contents. The fifth section (the bulk of the guide) consists of teacher evaluation aids (task tests, module tests, and unit tests and answer keys to both the tests and the exercises included in the student curriculum package). The first appendix contains data and information on tasks currently performed and equipment used, as determined from the validation survey. The second and third appendixes include lists of additional tools and equipment used and tasks performed by respondents to the survey. (MN).

ED 203 018 CE 028 975

Student Material for Competency-Based Education Curriculum for Welding.

Associated Educational Consultants, Inc. Pittsburgh, Pa. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date — 80

Note — 375p.; For a related document see CE 028 974

Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC15 Plus Postage

Descriptors — *Competency Based Education, *Equipment Utilization, *Job Skills, *Metal Working, *Trade and Industrial Education, *Welding, Behavioral Objectives, Blueprints, Certification, Competence, Cost Estimates, Employment Opportunities, Equipment, Equipment Maintenance, Human Relations, Instructional Materials, Job Training, Learning Activities, Mathematics, Measurement, Mechanical Skills, Safety, Supervisory Methods, Tests, Vocational Education

This student welding competency-based education curriculum consists of six units dealing with general areas related to trade occupations and nine units covering specific aspects of working with welding equipment and performing welding operations. Topics covered in the first six units are welding opportunities, human relations, safety, basic mathematics, measuring, and reading blueprints. The remaining nine units deal with the following areas: (1) operating shield metallic arc welding equipment; (2) operating gas welding equipment; (3) operating metallic and tungsten inert gas equipment; (4) set up, tack, and weld metal processing projects; (5) cleaning, testing, and classifying metals; (6) operating auxilliary equipment and tools; (7) performing structural or equipment welding and cutting operations; (8) welder certification tests; and (9) supervision, training, and job estimating. A total of 100 competencies are addressed in the student competency sheets constituting these units. Each student competency sheet contains a task statement, a performance checklist, a list of materials needed, a performance standard, and learning activities. (MN).

ED 203 019 CE 028 978

Armstrong, Susan

Teacher's Guide for the Competency-Based Education Curriculum for Word Processing.

West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date — 80

Note — 109p.; For a related document see CE 028 979

Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271 (write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Competency Based Education, *Job Skills, *Office Machines, *Office Occupations Education, *Vocational Education, Answer Keys, Business Skills, Competence, Definitions, Equipment Maintenance, Equipment Utilization, Job Application, Secondary Education, Typewriting

Identifiers — Proofreading, Word Processing

This teacher's guide is designed to accompany the "Student Material for the Competency Based Education Curriculum for Word Processing" (see note). It consists of four sections. An explanation of the validated basis and uses of the curriculum is provided in section 1. The second section contains a list of the 118 tasks (distributed among the areas of introduction to word processing, English/proofreading, typing, office machines, job techniques, office procedures, and operation of word processing equipment) addressed in the student materials.

Bibliographies of references required for the curriculum, supplementary references, periodical references, and word processing references follow the task listings. Section 4 (the bulk of the guide) is an answer key for exercises provided in the student materials. (MN).

ED 203 020 CE 028 979

Armstrong, Susan

Student Material for the Competency-Based EducationCurriculum for Word Processing.

West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date — 80

Note — 363p.; For a related document see CE 028 978

Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271 (write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC15 Plus Postage

Descriptors — *Business Skills, *Competency Based Education, *Job Skills, *Office Machines, *Office Occupations Education, *Vocational Education, Behavioral Objectives, Competence, Definitions, Equipment Maintenance, Equipment Utilization, Instructional Materials, Job Application, Learning Activities, Learning Modules, Secondary Education, Typewriting

Identifiers — Proofreading, Word Processing

This introductory word processing, competency-basededucation curriculum consists of seven learning modules. These are (1) introduction to word processing (with sections on the definition of word processing, the word processing cycle, parts of the word processing system, word processing vocabulary, and positions available in word processing); (2) English/proofreading (punctuation, grammar, spelling, and proofreading); (3) typing (with sections on typing techniques and various forms of business writing); (4) office machines (printing calculation, reprographics, machine transcription); (5) job techniques (application letters, personal data sheets, job interviews); (6) office procedures (telephone techniques, human relations, filing, and decision making); and (7) operation of word processing equipment (with sections on use and maintenance of equipment). Each module consists of several job sheets containing related tasks. A total of 118 tasks are covered in the job sheets. Each job sheet contains a task statement, a list of materials needed, suggested learning activities, and a task performance standard. Pretests, tests, problem sheets, and information sheets containing such items as exercises and word lists are provided throughout the modules. (MN).

ED 203 028 CE 029 034

Foods and Nutrition Curriculum Guide for Junior High, Secondary, and Adult Vocational Home Economics Programs. Bulletin 1595.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education

Pub Date — 80

Note — 562p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF02/PC23 Plus Postage

Descriptors — *Food Service, *Foods Instruction, *Nutrition Instruction, *Occupational Home Economics, Adult Vocational Education, Behavioral Objectives, Consumer Education, Continuing Education, Curriculum Guides, Home Economics, Resource Units, Safety, Sanitation, Secondary Education, Vocational Education

Identifiers — Louisiana

This comprehensive curriculum guide for junior high through adult levels presents foods and nutrition as they relate to quality living, career orientation, and occupational training. The first section is a conceptual outline of core material in foods and nutrition. Five instructional levels are I (grades 7-9), II (9-10),III (10-11), IV (11-12), and V (12-adult). Levels at which each concept is taught are indicated as well as location of the concepts in the units by page number. Nine concepts are included: nutrition, consumer practices, meal planning, kitchen equipment, sanitation and safety, management, food preparation, food preservation, and food related occupations. Resource units follow. Materials in five units for the five levels include overall and behavioral objectives, unit outline, and detailed outline incorporating behavioral objectives and learning and evaluation experiences. Guides for seven semester courses follow the same format. The next section contains five mini-units or modules for adult education. Concepts, behavioral objectives, and learning experiences are identified. The final section is a guide for promoting and teaching occupational food service to grade 11-12 home economics students or out-of-school youth and adults. Appendixes, amounting to approximately one-third ofthe guide, include (1) teaching suggestions; (2) puzzles, games, and display ideas; (3) laboratory suggestions; (4) test items; and (5) bibliography and resources. (YLB).

ED 203 039 CE 029 078

Steps to Success. Student Job Readiness Manual. Revised.

Memphis City School System, Tenn

Spons Agency — Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education

Pub Date — 80

Note — 143p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC06 Plus Postage

Descriptors — *Career Planning, *Employment Interviews, *Job Application, *Job Search Methods, *Money Management, *Self Evaluation Individuals, Career Choice, Career Education, Consumer Education, Goal Orientation, Job Placement, Job Skills, Learning Activities, Occupational Aspiration, Personnel Evaluation, Portfolios Background Materials, Promotion Occupational, Secondary Education, Student Placement, Values, Vocational Education, Work Attitudes

Identifiers — Resumes

Developed for use by all vocational students and teachers, this manual is designed to help students gain occupational knowledge to find employment, progress on the job, and manage their resources successfully. The 10 modules included are intended for use during 10 class sessions. Contents of each module include a brief introduction, outline, listing of supportive materials provided, and necessary informative and supportive materials. Supplemental materials — worksheets, checklists, tests, crossword puzzles — are designed to be completed, discussed, and evaluated by the student and teacher working as a team. Module titles are (1) Self Analysis in Relation to Employment Capabilities, (2) Selecting a Job, (3) Finding Employment Openings, (4) Legal Aspects of World of Work, (5) Building a Resume, (6) Filling Out an Application, (7) Preparing for the Interview, (8) The Interview, (9) Progress on the Job, and (10) Personal Management. (YLB).

ED 203 040 CE 029 082

Harris, E. Edward And Others

Marketing and Distributive Education Curriculum Guide in Automotive and Petroleum.

Northern Illinois Univ. DeKalb. Dept. of Business Education and Administration Services

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Contract — R-33-10-X-0442-318; R-33-21-D-0542-318

Note — 412p.; For related documents see ED 156 857-861, ED 174 822-823, and ED 186 726-727

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC17 Plus Postage

Descriptors — *Distributive Education, *Marketing, *Motor Vehicles, *Petroleum Industry, *Sales Occupations, *Service Occupations, Administration, Advertising, Auto Parts Clerks, Careers, Communication Thought Transfer, Curriculum Guides, Economics, Human Relations, Job Skills, Learning Activities, Mathematics, Merchandising, Salesmanship, Sales Workers, Service Workers

Identifiers — Illinois

This curriculum guide is designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing. It also provides marketing and distributive education teachers with maximum flexibility in planning an automotive and petroleum curriculum. The essential common and specialized competen-

cies are identified and listed based upon structured interviews with employees in first-, second-, and third-level positions. These competencies are classified into 11 instructional areas: advertising, communications, display, human relations, marketing/economics, management, mathematics, merchandising, operations, product and/or service technology, and selling. For each competency those jobs to which the competency is common, suggested learning activities, and references are suggested. Supplementary materials provided include information on careers in automotive and petroleum, career ladder, and competency curriculum planning grid. (YLB).

ED 203 046 CE 029 091

Project Basic Instructional Guide. Instructional Resources. Volume IV. World of Work.
Maryland State Dept. of Education, Baltimore
Pub Date — 80
Note — 80p.; For a related document see CE 029 092
Pub Type — Reference Materials — Bibliographies (131)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Career Education, *Competency Based Education, *Employment Potential, *Employment Qualifications, *Job Skills, *Work Environment, Annotated Bibliographies, Behavioral Objectives, Career Choice, Career Planning, Competence, Daily Living Skills, Decision Making Skills, Educational Opportunities, Educational Resources, Elementary Secondary Education, Employer Attitudes, Employment Interviews, Employment Opportunities, Instructional Materials, Job Search Methods, Occupational Information, Relevance Education, Self Evaluation Individuals
Identifiers — Project Basic

Designed to provide a listing of suggested resources to support the Project Basic instructional guide on the world of work, this bibliography consists of annotated listings of student-use materials (library books, films, filmstrips, kits, records, games, audio and videotapes, filmloops, transparencies, periodicals, and pamphlets) arranged according to competencies. Separate bibliographies are provided for each of 22 competencies. Each bibliography contains a competency statement, performance objective, grade level, annotated list of print resources, and annotated listing of nonprint resources. Topics of individual resource lists include advantages to be derived from the world of work; ways to enter the world of work; skills, knowledge, and training required for major occupational categories; school subjects helpful in obtaining such skills and knowledge; requirements for employment in specific jobs; matching occupations with personal interests and abilities; qualities employers seek in job applicants; behavior appropriate for particular work situations; job interviews; career planning and decisionmakingskills; educational opportunities in various careers; and sources of career information. (MN).

ED 203 084 CE 029 143

Mobley, Robert G. And Others
Competency Based Core Curriculum for Distributive Education and Diversified Cooperative Training.
Marshall Univ. Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date — 79
Note — 158p.; For a related document see ED 182 506
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Career Exploration, *Competency Based Education, *Cooperative Education, *Distributive Education, *Economics, *Marketing, Core Curriculum, Curriculum Guides, Employment Potential, High Schools, Job Skills, Secondary Education
Identifiers — Diversified Cooperative Training, Interstate Distributive Educ Curriculum Consortium, West Virginia

This document contains separate core curricula for Distributive Education and Diversified Cooperative Training programs designed to aid the teacher in using available competency-basedinstructional materials. Each core curriculum is composed of four parts: marketing, economics, career exploration, and employability skills. Marketing, the largest part, is further divided into 10 instructional areas. Each instructional area is comprised of units of instruction with each unit having one or more instructional topics, each topic supported by competencies. The number of behavioral objectives that the Interstate Distributive Education Curriculum Consortium has for each competency is given as well as suggested resources. All learning within each unit is presented in its most learnable sequence. Selected topics (indicated by an asterisk) are recommended for inclusion in a training plan at a training station. A bibliography is also provided. (YLB).

ED 203 086 CE 029 145

Jordan, Kenneth Thessing, Dan
Nuclear Energy. Instructional Materials.
University of Central Arkansas, Conway
Spons Agency — Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education
Pub Date — 80
Note — 39p.; For related documents see CE 029 144-149
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Career Exploration, *Conservation Education, *Energy Conservation, *Instructional Materials, *Nuclear Energy, *Trade and Industrial Education, Behavioral Objectives, Course Content, Curriculum, Learning Activities, Learning Modules, Power Technology, Radiation, Radiation Biology, Secondary Education, Test Items, Vocational Education
Identifiers — Alternative Energy Sources, Arkansas

This document is one of five learning packets on alternative energy (see note) developed as part of a descriptive curriculum research project in Arkansas. The overall objectives of the learning packets are to improve the level of instruction in the alternative energies by vocational exploration teachers, and to facilitate the integration of new content on energy into existing vocational programs. Each learning packet contains unit objectives, information, transparency masters, lecture outline, suggested activities, student assignment sheets, tests, and answers to the tests. This unit on nuclear energy covers the following topics: introduction to nuclear power; the basis for nuclear power; nuclear power plants; types of radiation; effects of radiation on humans; processing of uranium; radioactive waste; and nuclear fusion. A glossary is also provided. (KC).

ED 203 087 CE 029 146

Jordan, Kenneth Thessing, Dan
Alcohol Fuels. Instructional Materials.
University of Central Arkansas, Conway
Spons Agency — Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education
Pub Date — 80
Note — 49p.; For related documents see CE 029 144-149
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Conservation Education, *Energy Conservation, *Fuels, *Instructional Materials, *Trade and Industrial Education, Agricultural Machinery, Behavioral Objectives, Course Content, Curriculum, Engines, Learning Activities, Learning Modules, Motor Vehicles, Secondary Education, Test Items, Vocational Education
Identifiers — Alcohol Fuels, Alternative Energy Sources, Arkansas

This document is one of five learning packets on alternative energy developed as part of the descriptive curriculum research project in Arkansas (see note). The overall objectives of the learning packets are to improve the level of instruction in the alternative energies by vocational exploration teachers, and to facilitate the integration of new content on energy into existing vocational programs. Each learning packet contains unit objectives, information, transparency masters, lecture outline, suggested activities, student assignment sheets, tests, and answers to the tests. This unit on alcohol fuels covers the following topics: introduction to alcohol fuels; process for making ethanol alcohol for fuel; and modifying an automobile engine to use ethanol. A glossary is also provided. (KC).

ED 203 088 CE 029 147

Jordan, Kenneth Thessing, Dan

Solar Energy. Instructional Materials.
University of Central Arkansas, Conway
Spons Agency — Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education
Pub Date — 80
Note — 85p.; Some diagrams will not reproduce well due to weak print. For related documents see CE 029 144-149
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Conservation Education, *Energy Conservation, *Instructional Materials, *Solar Radiation, *Trade and Industrial Education, Behavioral Objectives, Course Content, Curriculum, Learning Activities, Learning Modules, Secondary Education, Test Items, Vocational Education
Identifiers — Alternative Energy Sources, Arkansas

This document is one of five learning packets on alternative energy developed as part of a descriptive curriculum research project in Arkansas (see note). The overall objectives of the learning packets are to improve the level of instruction in the alternative energies by vocational exploration teachers, and to facilitate the integration of new content on energy into existing vocational programs. Each learning packet contains unit objectives, information, transparency masters, lecture outline, suggested activities, student assignment sheets, tests, and answers to the tests. This unit on solar energy covers the following topics: introduction to solar energy; buying and maintaining solar equipment; basic solar heating system; materials for solar collectors; and passive solar energy (heating). (KC).

ED 203 089 CE 029 148

Jordan, Kenneth Thessing, Dan
Wind Power. Instructional Materials.
University of Central Arkansas, Conway
Spons Agency — Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education
Pub Date — 80
Note — 43p.; For related documents see CE 029 144-149
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Conservation Education, *Energy Conservation, *Instructional Materials, *Trade and Industrial Education, Behavioral Objectives, Course Content, Curriculum, Learning Activities, Learning Modules, Secondary Education, Test Items, Vocational Education
Identifiers — Alternative Energy Sources, Arkansas, Wind Energy

This document is one of five learning packets on alternative energy developed as part of a descriptive curriculum research project in Arkansas (see note). The overall objectives of the learning packets are to improve the level of instruction in the alternative energies by vocational exploration teachers, and to facilitate the integration of new content on energy into existing vocational programs. Each learning packet contains unit objectives, information, transparency masters, lecture outline, suggested activities, student assignment sheets, tests, and answers to the tests. This unit on wind power covers the following topics: introduction to wind power; historical development of wind power in the United States; initial considerations and costs of wind power; the basics of a wind-powered energy conversion system; and the Energy Research and Development Administration wind energy program. A glossary is also provided. (KC).

ED 203 090 CE 029 149

Jordan, Kenneth Thessing, Dan
Conservation. Instructional Materials.
University of Central Arkansas, Conway
Spons Agency — Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education
Pub Date — 80
Note — 127p.; For related documents see CE 029 144-148
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC06 Plus Postage
Descriptors — *Buildings, *Energy Conservation, *Heat Recovery, *Instructional Materials, *Trade and Industrial Education, Air Conditioning, Behavioral Objectives, Building Design, Building Innovation, Conservation Education, Construction Materials, Course Content, Curriculum, Heating, Learning Activities, Learning Modules, Secondary Education, Test Items, Vocational Education
Identifiers — Alternative Energy Sources, Arkansas

This document is one of five learning packets on alternative energy developed as part of a descriptive curriculum research project in Arkansas (see note). The overall objectives of the learning packets are to improve the level of instruction in the alternative energies by vocational exploration teachers, and to facilitate the integration of new content on energy into existing vocational programs. Each learning packet contains unit objectives, information, transparency masters, lecture outline, suggested activities, student assignment sheets, tests, and answers to the tests. This unit on energy conservation covers the following topics: energy conservation through passive solar design; building small to conserve energy; insulation; the Arkansas Energy Conservation Home; conservation for existing construction, including weather stripping and caulking, insulation, heating and cooling equipment, and appliances; and a home energy check list. A glossary and a bibliography also are included. (KC).

ED 203 091 CE 029 150

Long, Diana
Gardener and Landscape Worker. Student Material. Competency Based Education Curriculum.
Radio Corp. of America, Dallas, Tex. Education Services
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Pub Date — 79
Note — 92p.; For related documents see CE 029 151-153
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Agricultural Education, *Grounds Keepers, *Job Skills, *Landscaping, *Ornamental Horticulture, *Vocational Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Entomology, Learning Activities, Occupational Information, Ornamental Horticulture Occupations, Plant Propagation, Secondary Education, Student Evaluation, Tests, Turf Management

This secondary-level, competency-based curriculum contains modules for Gardener and Landscape Worker. A companion teacher's guide is available separately — see note. Each module contains a number of West Virginia-validated Gardener and Landscape Worker tasks/competencies with a performance guide listing the steps needed to perform each task, learning activities, and evaluation. Student checklists and handouts may also be provided. Titles of the modules are (1) Occupational Knowledge, (2) Preparing Lawn Seedbed, (3) Sowing Grass Seed, (4) Lawn Care, (5) Disease and Insects: Lawns, (6) Lawn Repair, (7) Planting Trees and Shrubs, (8) Pruning, (9) Tree and Shrub Care, (10) Planting and Care of Flowers, (11) Flower Care, and (12) Tool Maintenance. (YLB).

ED 203 092 CE 029 151

Long, Diana
Gardener and Landscape Worker. Teacher's Guide. Competency Based Education Curriculum.
Radio Corp. of America, Dallas, Tex. Education Services
Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Pub Date — 79
Note — 68p.; For related documents see CE 029 150-153
Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Agricultural Education, *Grounds Keepers, *Job Skills, *Landscaping, *Ornamental Horticulture, *Vocational Education, Behavioral Objectives, Competency Based Education, Entomology, Occupational Information, Ornamental Horticulture Occupations, Plant Propagation, Student Evaluation, Teaching Guides, Turf Management

This instructor's guide accompanies the secondary-level, competency-based student materials for Gardener andLandscape Worker available separately — see note. It is intended foruse as a reference and aid in implementing the curriculum in a vocational agriculture program. These sections are included: identification and validation of job titles and competencies, listing of modules and competencies included in the curriculum, bibliography of resources, and equipment list. An implementation guide summarizes each competency sheet (found in the student materials) as to equipment needed, instructor's responsibilities, and a summary and/or answers to the criterion evaluation. Sample grade cards are provided. (YLB).

ED 203 093 CE 029 152

Long, Diana

Nursery and Greenhouse Worker. Student Material. Competency Based Education Curriculum.

Radio Corp. of America, Dallas, Tex. Education Services

Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Pub Date — 79

Note — 77p.; For related documents see CE 029 150-153

Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Agricultural Education, *Greenhouses, *Horticulture, *Job Skills, *Nursery Workers Horticulture, *Vocational Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Learning Activities, Nurseries Horticulture, Occupational Information, Plant Propagation, Secondary Education, Student Evaluation, Tests

This secondary-level, competency-based curriculum contains 11 modules for Nursery and Greenhouse Worker. A companion teacher's guide is available separately — see note. Each module contains a number of West Virginia-validated Nursery and Greenhouse Worker tasks/competencies with a performance guide listing the steps needed to perform each task, learning activities, and evaluation. Student checklists and handouts may also be provided. Titles of the modules are (1) Occupational Knowledge, (2) Soil Preparation, (3) Seeds, (4) Rooting and Propagation, (5) Container Plants, (6) Transplanting, (7) Fertilizer, (8) Greenhouse Control, (9) Disease and Pest Control, (10) Sale Preparation, and (11) Special Duties. (YLB).

ED 203 094 CE 029 153

Long, Diana

Nursery and Greenhouse Worker. Teacher's Guide. Competency Based Education Curriculum.

Radio Corp. of America, Dallas, Tex. Education Services

Spons Agency — West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Pub Date — 79

Note — 58p.; For related documents see CE 029 150-152

Available from — Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Agricultural Education, *Greenhouses, *Horticulture, *Job Skills, *Nursery Workers Horticulture, *Vocational Education, Behavioral Objectives, Competency Based Education, Nurseries Horticulture, Occupational Information, Plant Propagation, Student Evaluation, Teaching Guides

This instructor's guide accompanies the secondary-level, competency-based student material for Nursery and Greenhouse Worker available separately — see note. It is intended foruse as a reference and aid in implementing the curriculum in a vocational agriculture program. These sections are included: identification and validation of job titles and competencies, listing of modules and competencies included in the curriculum, bibliography or resources, and equipment list. An implementation guide summarizes each competency sheet (found in the student materials) as to equipment needed, instructor's responsibilities, and a summary and/or answers to the criterion evaluation. Sample grade cards are provided. (YLB).

ED 203 095 CE 029 154

Solar Energy Applications for Agriculture. A Curriculum Guide.

Nebraska Univ. Lincoln. Dept. of Agricultural Education

Spons Agency — Nebraska State Board for Vocational Education, Lincoln

Pub Date — 80

Note — 101p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Agricultural Education, *Energy Conservation, *Power Technology, *Solar Radiation, *Vocational Education, Behavioral Objectives, Curriculum Guides, Energy, Learning Activities, Tests, Transparencies

Identifiers — Alternative Energy Sources, Solar Collectors

This curriculum guide contains five units for a course in solar energy applications for vocational agriculture. Each unit is organized in a format containing some or all of the following materials: unit objective, specific objectives, suggested instructor and student activities, list of instructional materials, assignment sheets, answers to assignment sheets, job sheets, unit test, and answers to test. Topics covered include (1) energy conservation in the home and on the farm, (2) alternative energy sources, (3) solar energy as an energy source and characteristics of solar radiation, 4) storage and distribution of solar energy, and (5) solar collectors. (YLB).

ED 203 096 CE 029 155

Curriculum Guide. Mechanics. Secondary Schools.

Trust Territory of the Pacific Islands Dept. of Education, Saipan

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 80

Contract — 300-79-0436

Note — 373p.; Some of the figures will not reproduce well. For related documents see CE 029 156-160

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC15 Plus Postage

Descriptors — *Auto Mechanics, *Engines, *Inservice Teacher Education, *Power Technology, *Safety Education, *Technical Education, Auto Body Repairers, Employment Opportunities, Energy, Job Skills, Physics, Secondary Education, Teaching Methods, Welding

This document, a curriculum guide for auto mechanics for secondary students, is one of six guides developed for inservice teachers at Marianas High School in Saipan. The guide provides the rationale, description, goals, and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references. Concepts covered include definition of power, craftsmanship and safety, career opportunities, metric and American standard systems of measurement, tools, fasteners, energy sources and power, aspects of energy transfer, explanation of combustion including some basic physics, heat engines, operations, types, principles and design, and support systems for common internal combustion engines. Appended are lesson plans for teaching power mechanics, engine design and theory of operation (AC generator), engine overhaul and service, electrical system, welding, body fender and painting, lubricating system, and cooling system. (CT).

ED 203 097 CE 029 156

Curriculum Guide. Electricity: Residential Wiring. Secondary Schools.

Trust Territory of the Pacific Islands Dept. of Education, Saipan

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 80

Contract — 300-79-0436
Note — 276p.; For related documents see CE 029 155-160
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC12 Plus Postage
Descriptors — *Decision Making Skills, *Electrical Systems, *Electricity, *Electromechanical Technology, *Inservice Teacher Education, *Job Skills, Curriculum Guides, Electricians, Secondary Education, Teaching Methods, Technical Education
Identifiers — House Wiring

This curriculum guide on residential wiring for secondary students is one of six developed for inservice teachers at Marianas High School in Saipan. The guide provides the rationale, description, goals, and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references. Concepts covered include fundamental concepts of electricity, performing basic experiments and manipulative skills involved in electrical occupations, principles and practices related to or applied to residential wiring, theoretical and technical instructions to further develop judgment and decision-making skills, electrical applications and installations directly related to residential wiring, and job-entry skills. Appended materials include job descriptions and tasks, sample lesson plans, sample attendance and progress charts, handouts, safety posters, and instructional resources. (CT).

ED 203 098 CE 029 157

Curriculum Guide. Construction: Masonry. Secondary Schools.
Trust Territory of the Pacific Islands Dept. of Education, Saipan
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 80
Contract — 300-79-0436
Note — 105p.; For related documents see CE 029 155-160
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Cement Industry, *Construction Process, *Construction Industry, *Construction Materials, *Inservice Teacher Education, *Masonry, Building Trades, Class Activities, Curriculum Guides, Safety, Secondary Education, Teaching Methods, Tests

This construction curriculum guide on masonry for secondary students is one of six developed for inservice teachers at Marianas High School in Saipan. The guide provides the rationale, description, goals, and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references. Concepts covered include orientation to mansonry construction, safety, tools and equipment, cement, concrete, concrete block masonry, concrete forms, and concrete reinforcement. Appended materials include transparency copies, tests and answer keys, information sheets, and student activities. (CT).

ED 203 099 CE 029 158

Curriculum Guide. Agriculture: Horticulture. Secondary Schools.
Trust Territory of the Pacific Islands Dept. of Education, Saipan
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 80
Contract — 300-79-0436
Note — 177p.; For related documents see CE 029 155-160
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC08 Plus Postage
Descriptors — *Agricultural Education, *Field Crops, *Herbicides, *Horticulture, *Plant Identification, *Plant Propagation, Agricul ural Skills, Class Activities, Curriculum Guides, Inservice Teacher Education, Lesson Plans, Plant Growth, Secondary Education, Teaching Methods, Vocabulary

This agricultural curriculum guide on horticulture for secondary students is one of six developed for inservice teachers at Marianas High School in Saipan. The guide provides the rationale, description, goals, and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references. Concepts covered include orientation to horticulture, terminology, plant classification, horticulture mechanics, pest control, plant propagation, field preparation, and soils. Classroom activities are combined with gardening experiences. Appended materials include lesson plans, student activities, and tests. (CT).

ED 203 100 CE 029 159

Curriculum Guide. Home Economics: Foods and Nutrition. Secondary Schools.
Trust Territory of the Pacific Islands Dept. of Education, Saipan
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 80
Contract — 300-79-0436
Note — 233p.; For related documents see CE 029 155-160
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC10 Plus Postage
Descriptors — *Cooking Instruction, *Foods Instruction, *Home Economics Education, *Inservice Teacher Education, *Nutrition Instruction, Curriculum Guides, Food Service, Occupational Information, Sanitation, Secondary Education

This home economics curriculum guide on foods and nutrition for secondary students is one of six developed for inservice teachers at Marianas High School in Saipan. The guide provides the rationale, description, goals, and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references. Concepts covered include introduction to foods and food groups, basic nutrients, kitchen tools and equipment, kithcen safety, sanitation, simple food preparation, care and use of appliances, selection and purchase of foods, local foods, etiquette and entertaining, food preservation, meal management, international foods, and related occupations. Appended materials include suggested activities for students. (CT).

ED 203 101 CE 029 160

Curriculum Guide. Home Economics: Child Development. Secondary Schools.
Trust Territory of the Pacific Islands Dept. of Education, Saipan
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 80
Contract — 300-79-0436
Note — 123p.; For related documents see CE 029 155-159
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Child Development, *Home Economics Education, *Infants, *Inservice Teacher Education, *Young Children, Child Rearing, Curriculum Guides, Educational Objectives, Secondary Education, Teaching Methods

This document, a curriculum guide in home economics on child development, for secondary schools, is one of six guides developed for inservice teachers at Marianas High School in Saipan. The guide provides the rationale, description, goals and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references. Levels cover concepts in child development at three stages: 2-5 years (physical, social, emotional, and intellectual development, routine care, sleeping habits, clothing, cleanliness, safety, and nutrition and health), 6-10 years (growth patterns, family relationships, nutritional needs, typical behavior of the older child, and early school years), and conception to age 2 (conception, prenatal care, the newborn baby, and toddlers). Activities are appended for each level. (CT).

ED 203 102 CE 029 167

Petrich, Beatrice
Family and Community Services. Occupational Curriculum Resources. Development and Overview of Models and Examinations with Suggestions for Use.
Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education
Pub Date — 81
Note — 19p.; For related documents see CE 029 168-180
Available from — Module 1 may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington,

DC 20402
Pub Type — Reports — Descriptive (141)
EDRS Price — MF01/PC01 Plus Postage
Descriptors — *Curriculum Development, *Household Workers, *Human Services, *Learning Modules, *Occupational Home Economics, *Service Occupations, Achievement Tests, Home Economics, Material Development, Program Descriptions, Secondary Education
Identifiers — Emerging Occupations

This publication describes the developmental process and the modules and achievement tests developed by the project, Family and Community Services — Preparation for New and Emerging Occupational Roles. It also offers suggestions for use of the secondary-level occupational education modules designed to help home economics teachers in developing a course or parts of a course to prepare para-professionals and/or aides and to provide a base for more advanced careers in the Family and Community Services cluster of occupations. A summary is provided of the 14 modules, which are intended as resources for curriculum development, not for use in their entirety. (Module 1, Securing Employment, is available only from the Government Printing Office.) A cumulative bibliography lists resources located by the project through its four years of operation (1977-81). (YLB).

ED 203 103 CE 029 168

Petrich, Beatrice
Family and Community Services. Module II: Self-Development and Understanding.
Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education
Pub Date — 81
Note — 32p.; The Employee Performance Evaluation form will not reproduce well due to small print. For related documents see CE 029 167-180
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Career Planning, *Household Workers, *Human Services, *Occupational Home Economics, *Self Actualization, *Service Occupations, Achievement Tests, Behavioral Objectives, Career Choice, Careers, Employment Potential, Home Economics, Job Performance, Job Satisfaction, Job Skills, Learning Activities, Learning Modules, Personality, Personnel Evaluation, Secondary Education, Self Concept, Self Esteem, Work Attitudes

This second of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with self-development, respect, and understanding. It contains experiences to help students have some concept about cooperative employment situations in relationship to in-class work and to analyze their own characteristics in relationship to employment and to clients. It also provides for exploration of career and work possibilities in family and community services. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. A listing of additional references for the teacher is also provided. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 104 CE 029 169

Petrich, Beatrice
Family and Community Services. Module III: Roles and Responsibilities in Family and Community Services Occupations.
Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education
Pub Date — 81
Note — 32p.; For related documents see CE 029 167-180
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Employee Responsibility, *Employer Employee Relationship, *Household Workers, *Human Services, *Occupational Home Economics, *Service Occupations, Achievement Tests, Behavioral Objectives, Employee Attitudes, Federal Legislation, Home Economics, Job Skills, Learning Activities, Learning Modules, Peer Relationship, Personnel Policy, Secondary Education

This third of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with roles and responsibilities in a family and community services work situation. It focuses on employer-employee roles as well as relationships with co-workers. Information about laws, regulations, policies, and procedures is also included. Each of the four competencies covered in this module ecompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 105 CE 029 170

Petrich, Beatrice
Family and Community Services. Module IV: Resources, Facilities, and Personnel in Family and Community Services.
Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education
Pub Date — 81
Note — 29p.; For related documents see CE 029 167-180
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Agencies, *Household Workers, *Human Services, *Occupational Home Economics, *Resources, *Service Occupations, Achievement Tests, Behavioral Objectives, Community Resources, Cost Effectiveness, Facilities, Home Economics, Job Skills, Learning Activities, Learning Modules, Needs Assessment, Private Agencies, Public Agencies, Secondary Education, Self Actualization, Self Evaluation Individuals, Skills, Social Agencies
Identifiers — Resource Utilization

This fourth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with understanding and utilizing resources, facilities, and personnel in family and community services. It is designed to help students examine resources used to help and serve clients and to become familiar with the variety of resources that institutions and communities utilize to serve people. It helps students evaluate their own talents and skills for helping people in relation to specific client groups. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 106 CE 029 171

Petrich, Beatrice
Family and Community Services. Module V: The Helping Process.
Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education
Pub Date — 81
Note — 24p.; For related documents see CE 029 167-180
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01/PC01 Plus Postage
Descriptors — *Helping Relationship, *Household Workers, *Human Services, *Needs Assessment, *Occupational Home Economics, *Service Occupations, Achievement Tests, Agencies, Behavioral Objectives, Home Economics, Identification, Job Skills, Learning Activities, Learning Modules, Listening, Observation, Prognostic Tests, Secondary Education, Values Clarification

Identifiers — Helping Behavior

This fifth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with the helping process. It explores the social concept of helping and provides student experiences to enable them to practice certain helping skills, including problem identification, diagnosis, prognosis, treatment planning, implementation of treatment, and evaluation. An important focus is value analysis. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 107 CE 029 172

Petrich, Beatrice

Family and Community Services. Module VI: Physical,Psycho-Social and Economic Needs of Various Target Groups.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education

Pub Date — 81

Note — 45p.; For related documents see CE 029 167-180

Pub Type — Guides / Methods / Techniquekers, *Human Services, *Individual Needs, *Interpersonal Competence, *Occupational Home Economics, *Service Occupations, Achievement Tests, Attitude Change, Attitudes, Behavioral Objectives, Children, Developmental Stages, Disabilities, Economically Disadvantaged, Helping Relationship, Home Economics, Individual Characteristics, Individual Development, Job Skills, Learning Activities, Learning Modules, Minority Groups, Needs Assessment, Older Adults, Psychological Needs, Rapport, Recreation, Secondary Education

Identifiers — Helping Behavior, Sensitivity

This sixth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with many aspects of client needs and sensitivity of helpers. It is intended to aid students in (1) understanding physical, psycho-social, and intellectual human development for various age groups; (2) developing understanding of and sensitivity to the physical and psycho-social characteristics and needs of target groups; (3) understanding economic needs of target groups; (4) analyzing human physical, psycho-social, intellectual, and economic needs; and (5) analyzing the relationship of social, emotional, physical, and intellectual growth and well-being in relation to recreational activities. The module can be modified to coincide with actual cooperative work activities. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 108 CE 029 173

Petrich, Beatrice

Family and Community Services. Module VII: Care of the Individual.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education

Pub Date — 81

Note — 37p.; For related documents see CE 029 167-180

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Helping Relationship, *Household Workers, *Human Services, *Needs Assessment, *Occupational Home Economics, *Service Occupations, Accountability, Achievement Tests, Agencies, Behavioral Objectives, Developmental Stages, Economic Status, Environmental Influences, Home Economics, Individual Development, Individual Needs, Interpersonal Competence, Job Skills, Learning Activities, Learning Modules, Recreation, Responsibility, Secondary Education

Identifiers — Helping Behavior

This seventh of 14 curriculum Modules in the Family and Community Services Occupational Education Modules series deals with care services to meet needs of the client. It is intended to help students determine needs of clients and to be able to perform care services which are needed. Environment, including economic aspects, is explored in relationship to client well-being. Helping people to develop responsibility for their own health and care is emphasized. Each of the six competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and casestudies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 109 CE 029 174

Petrich, Beatrice

Family and Community Services. Module VIII: Decision-Making and Management.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education

Pub Date — 81

Note — 31p.; For related documents see CE 029 167-180

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Administration, *Decision Making, *Household Workers, *Human Services, *Occupational Home Economics, *Service Occupations, Achievement Tests, Behavioral Objectives, Budgeting, Efficiency, Home Economics, Individual Needs, Job Simplification, Job Skills, Learning Activities, Learning Modules, Money Management, Planning, Resource Allocation, Secondary Education, Task Analysis, Values

This eighth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with decision-making and management. These concepts are reviewed and applied to Family and Community Services. Efficient use of time and energy on the job is stressed, and student values are explored in relationship to client values. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 110 CE 029 175

Petrich, Beatrice

Family and Community Services. Module IX: Care of Home, Equipment and Possessions.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education

Pub Date — 81

Note — 28p.; For related documents se CE 029 167-180

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Cleaning, *Home Management, *Household Workers, *Human Services, *Occupational Home Economics, *Service Occupations, Accessibility for Disabled, Achievement Tests, Behavioral Objectives, Disabilities, Home Economics, Homemaking Skills, Individual Needs, Job Skills, Learning Activities, Learning Modules, Life Style, Maintenance, Secondary Education, Standards, Values

This ninth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with care of home, equipment, and possessions. Focus is on encouraging students to accept the importance of the clients' values and feeling when making decisions about care of possessions and homes. Basic skills are reviewed, but special emphasis is placed on chores that persons with special needs must have done for them. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental

material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 111 CE 029 176

Petrich, Beatrice

Family and Community Services. Module X: Crisis and Emergency.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education

Pub Date — 81

Note — 27p.; For related documents see CE 029 167-180

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Crisis Intervention, *First Aid, *Household Workers, *Human Services, *Occupational Home Economics, *Service Occupations, Accidents, Achievement Tests, Behavioral Objectives, Home Economics, Individual Needs, Information Seeking, Job Skills, Learning Activities, Learning Modules, Needs Assessment, Secondary Education

Identifiers — Family Crises

This tenth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with crisis and emergency situations. It helps students to recognize crises and emergencies and to accept their own resources and experiences as a basis for understanding experiences of others. First steps, such as information gathering and basic first aid procedures, are included. Crisis prevention is also explored. Each of the four competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 112 CE 029 177

Petrich, Beatrice

Family and Community Services. Module XI: Chemical Dependence.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education

Pub Date — 81

Note — 31p.; For related documents see CE 029 167-180

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Alcoholism, *Drug Abuse, *Household Workers, *Human Services, *Occupational Home Economics, *Service Occupations, Achievement Tests, Agencies, Attitudes, Behavioral Objectives, Drug Addiction, Helping Relationship, Home Economics, Job Skills, Learning Activities, Learning Modules, Referral, Secondary Education, Values

This eleventh of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with chemical dependence. It is intended to make students aware that chemical dependence takes many forms for all age groups. Basic knowledge of drugs and the effect of use is included, and students are encouraged to examine their values in relationship to drug use. Referral and assistance methods for chemically dependent clients are discussed. Each of the three competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. A listing of additional references for the teacher is also provided. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 113 CE 029 178

Petrich, Beatrice

Family and Community Services. Module XII: The Family: Functions and Structure.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education

Pub Date — 81

Note — 28p.; For related documents see CE 029 167-180

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Conflict Resolution, *Family Sociological Unit, *Household Workers, *Human Services, *Occupational Home Economics, *Service Occupations, Achievement Tests, Behavioral Objectives, Conflict, Family Attitudes, Family Life, Family Role, Family Structure, Home Economics, Individual Needs, Job Skills, Learning Activities, Learning Modules, Life Style, Secondary Education, Social Change, Values

This twelfth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with functions and structure of the family. Definitions of the family are compared, and students are helped to understand various forms, functions, and structures of families. The developmental stages of the family life cycle and life styles are explored. Awareness of the aspects of family conflict and the paraprofessional's role in conflict situations are stressed. The relationship of families to other social institutions is also discussed. Each of the six competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 114 CE 029 179

Petrich, Beatrice

Family and Community Services. Module XIII: Death and Dying.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ. Madison. Dept of Continuing and Vocational Education

Pub Date — 81

Note — 28p.; For related documents see CE 029 167-180

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Coping, *Death, *Household Workers, *Human Services, *Occupational Home Economics, *Service Occupations, Achievement Tests, Attitudes, Behavioral Objectives, Emotional Adjustment, Emotional Response, Family Relationship, Grief, Helping Relationship, Home Economics, Institutions, Job Skills, Learning Activities, Learning Modules, Secondary Education

Identifiers — Helping Behavior

This thirteenth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with death and dying. It helps the student to be aware of different kinds of death, stages of emotion, and attitudes toward death. Students have opportunities also to express their own feelings. The role of community institutions related to death and bereavement is included. The relationship of the professional to families and individuals coping with death and/or bereavement is approached in both a programatic and affective manner. Each of the six competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. A listing of additional references for the teacher is also provided. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB).

ED 203 115 CE 029 180

Petrich, Beatrice

Family and Community Services. Module XIV: Ethics and Morality.

Wisconsin State Dept. of Public Instruction, Madison. Wisconsin Univ.

Madison. Dept of Continuing and Vocational Education
Pub Date — 81
Note — 21p.; For related documents see CE 029 167-179
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01/PC01 Plus Postage
Descriptors — *Helping Relationship, *Household Workers, *Human Services, *Occupational Home Economics, *Service Occupations, *Values, Achievement Tests, Behavioral Objectives, Codes of Ethics, Coping, Decision Making, Ethics, Home Economics, Job Skills, Learning Activities, Learning Modules, Moral Issues, Moral Values, Secondary Education, Values Clarification
Identifiers — Helping Behavior

This fourtheenth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with the identification and resolution of morally confusing situations which arise in service occupations. A suggested Code of Ethics for Family and Community Services is included. Discussion of case stories and other experiences are designed to help students be prepared to make decisions based on their own values and rationality rather than on the expediency of the moment. Each of the three competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. A listing of additional references for the teacher is also provided. (YLB).

ED 203 130 CE 029 243

Bynum, Michael H. Taylor, Edward A.
Machinery Repairman 3 & 2. Rate Training Manual and Nonresident Career Course. Revised.
Naval Education and Training Command, Washington, D.C.
Report No. — NAVEDTRA-10530-E
Pub Date — 81
Note — 671p.; Photographs and some diagrams will not reproduce well

Pub Type — Books (010). Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF03/PC27 Plus Postage
Descriptors — *Equipment Maintenance, *Machine Tools, *Mechanics Process, *Repair, *Trade and Industrial Education, Behavioral Objectives, Correspondence Study, Hand Tools, Independent Study, Instructional Materials, Learning Activities, Machine Repairers, Military Training, Postsecondary Education, Textbooks
Identifiers — Navy

This Rate Training Manual (textbook) and Nonresident Career Course form a correspondence self-study package to teach the theoretical knowledge and mental skills needed by the Machinery Repairman Third Class and Second Class. The 15 chapters in the textbook are (1) Scope of the Machinery Repairman Rating; (2) Toolrooms and Tools; (3) Layout and Benchwork; (4) Metals and Plastics; (5) Power Saws and Drilling Machines; (6) Offhand Grinding of Tools; (7) Lathes and Attachments; (8) Basic Engine Lathe Operations; (9) Advanced Engine Lathe Operations; (10) Turret Lathes and Turret Lathe Operations; (11) Milling Machines and Milling Operations; (12) Shapers, Planers, and Engravers; (13) Precision Grinding Machines; (14) Metal Buildup; and (15) The (Shipboard) Repair Department and Repair Work. Appendixes include Tabular Information of Benefit to Machinery Repairman (23 tables), Formulas for Spur Gearing, Formulas for Diametral Pitch System, and Glossary. The Nonresident Career Course follows the index. It contains 11 assignments, which are organized into the following format: textbook assignment and learning objectives with related sets of teaching items to be answered. (YLB).

ED 203 137 CE 029 270

Usoro, Hogan
Vocational Preparation Curriculum: Electrical Wiring.
Missouri Univ. Columbia. Instructional Materials Lab
Report No. — SN-6-S
Pub Date — 81
Note — 136p
Available from — Instructional Materials Laboratory, University of Missouri — Columbia, 10 Industrial Education Builiding, Columbia, MO 65201 ($6.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Disabilities, *Disadvantaged, *Electricity, *Instructional Materials, *Mainstreaming, *Special Education, Course Content, Curriculum Guides, Electrical Occupations, Exceptional Persons, Learning Activities, Learning Modules, Pacing, Secondary Education, Self Evaluation Individuals, Skilled Occupations, Vocational Education

This document is a curriculum guide for instructors teaching vocational preparation for electrical wiring to special needs students. The purpose of the curriculum guide is to provide minimum skills for disadvantaged and handicapped students entering the mainstream; to supplement vocational skills of those students already in a regular training program (mainstream); and to provide vocational instructional materials for the modified classroom. Ten units of self-paced and self contained instructional materials are contained within the electrical wiring curriculum. Units are illustrated and simplified to more easily aid a student in class activities or on an individual basis. The separate sections of each unit are color coded and consist of the following: objective and student assessment (presents the unit objectives and provides self-assessment statements for students); introduction (contains a brief motivational statement describing the theme of the unit); tools, materials, and equipment needed to complete the exercise; steps of the procedure, with illustrations; and student evaluation, to be used by the instructor. Topics covered in the 10 units include jobs related to electrical wiring, electrical wiring tools and their uses, wires and wiring materials, safety rules in electrical wiring, splicing electrical wires, soldering and taping electrical wire splices, installing a single-pole switch, installing series wiring, installing and wiring outlets in parallel, and installing cable in house framing. (KC).

ED 203 138 CE 029 272

Strazicich, Mirko, Ed
Course in Carpentry: Interior Finish. Workbook and Tests.
California State Dept. of Education, Sacramento
Pub Date — 81
Note — 85p
Available from — Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.50)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Building Trades, *Cabinetmaking, *Carpentry, *Finishing, *Vocational Education, *Woodworking, Behavioral Objectives, Construction Materials, Hand Tools, Instructional Materials, Job Skills, Job Training, Learning Activities, Machine Tools, Skilled Occupations, Trade and Industrial Education, Workbooks

Designed for use in carpentry apprenticeship classes, this workbook contains nine units on carpentry skills in the area of interior finish, lists of recommended and required instructional materials, and nine unit tests. Each instructional unit includes a listing of performance statements and text covering skills addressed in individual performance statements. Topics covered in the units are design, blueprints, and specifications; tools used for interior finish work; finish interior wall coverings; installation of jambs in interior door openings; fitting and hanging interior doors; wood molding used in interior trim; plastics and plastic laminates used as wall coverings; installation of built-in cabinets and closets; and hardware used in interior finish. A multiple-choicetest is provided for each unit. (MN).

ED 203 139 CE 029 273

Klingensmith, Robert, Ed
Roofing: Workbook and Tests. Built-up Roofing.
California State Dept. of Education, Sacramento
Pub Date — 81
Note — 93p
Available from — Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($4.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Building Trades, *Job Skills, *Roofing, *Trade and Industrial Education, *Vocational Education, Behavioral Objectives, Construction Materials, Definitions, Federal Regulation, Glossaries, Instructional Materials, Job Training, Labor Legislation, Learning Activities, Safety, Skilled Occupations, Workbooks

Designed for use in roofing apprenticeship classes, this workbook contains eight units on skills used in built-up roofing, a listing of instructional materials, a glossary, and the text of Labor Code Article 30, Construction Safety Orders, "Roofing Operations and Equipment". Each instructional unit includes a listing of performance statements and text covering skills addressed in individual performance statements. Topics covered in the units are safety, roof preparation and handling and loading of built-up roofing materials, mopping operations, application of built-up roof assemblies, insulation and its application, cutting and folding corners, sumps and drains, and flashing. A multiple-choice test is provided for each unit. (MN).

ED 203 140 CE 029 274

Family Relationships and Parenting Education, with Special Emphasis on Community Outreach. Instructor Material.

Missouri Univ. Columbia. Instructional Materials Lab

Report No. — HE-48-I

Pub Date — 81

Note — 50p.; For a related document see ED 199 623

Available from — Instructional Materials Laboratory, University of Missouri — Columbia, 10 Industrial Education Bldg. Columbia, MO 65201 ($6.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Community Resources, *Family Relationship, *Learning Modules, *Outreach Programs, *Parenthood Education, *Public Agencies, Assignments, Behavioral Objectives, Citizenship Responsibility, Community Responsibility, Community Role, High Schools, Home Economics, Instructional Materials, Learning Activities, Program Evaluation, Test Items, Transparencies, Worksheets

This unit is one of several modules designed for instruction at the eleventh and twelfth grade levels in a course on family relationships and parenting education. Included within the unit is information concerning the structure of communities, the many community resources that are ready to assist individuals and groups, procedures for becoming more informed about community agencies, and strategies for evaluating the quality of community outreach programs. It is intended that the knowledge students gain from dealing with the "community outreach" concept will enable them to develop a fuller understanding of the community's role in our daily lives. In addition, it is hoped that students will be better equipped to participate as responsible citizens in community action programs. The instructional unit contains overall goals and specific objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a test, and answers to the test. (KC).

ED 203 141 CE 029 276

Linhardt, Richard E. Burhoe, Steve

Agricultural Structures. Volume I. Instructor's Guide. Volume 13, Number 1.

Missouri Univ. Columbia. Instructional Materials Lab

Spons Agency — Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education. Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Report No. — AG-90-I; Agdex-710

Pub Date — 81

Note — 357p

Available from — Instructional Materials Laboratory, University of Missouri — Columbia, 10 Industrial Education Building, Columbia, MO 65201 ($15.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Agricultural Education, *Construction Process, *Facility Guidelines, *Instructional Materials, *Learning Activities, *Learning Modules, Agricultural Skills, Behavioral Objectives, Curriculum, Secondary Education, Tests, Vocational Education

Identifiers — Missouri

This document is a curriculum unit in agricultural structures designed to expand the curriculum materials available in vocational agriculture in Missouri. The guide consists of three units on constructing farm buildings, planning farm water systems, and building fences. Each unit contains 10-15 lessons on various aspects of the unit's topic. Each unit contains an objective, study questions, teaching procedure, discussion, assignment, exam, and answers to exam. Illustrations are used to simplify explanation of construction procedures. A reference list also is included. (KC).

ED 203 142 CE 029 277

Special Needs Material for Basic Homemaking.

Missouri Univ. Columbia. Instructional Materials Lab

Spons Agency — Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education. Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Report No. — HE-1-I

Pub Date — 81

Note — 465p

Available from — Instructional Materials Laboratory, University of Missouri — Columbia, 10 Industrial Education Building, Columbia, MO 65201 ($20.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Disabilities, *Home Economics, *Instructional Materials, *Learning Activities, *Mainstreaming, *Special Education, Course Content, Curriculum Guides, Exceptional Persons, Home Economics Skills, Learning Modules, Secondary Education, Tests, Vocational Education

This document is a curriculum supplement for teaching special needs students home economics in the regular classroom. The materials included in the guide have been organized to facilitate the development of personalized instructional strategies for special needs students. The following components are included: (1) areas of exceptionality (includes definitions, characteristics and instructional strategies for use with 11 areas of exceptionality); (2) modification format (provides an overview of lesson formats, learner exceptionalities, and modification strategies appropriate for the home economics classroom); (3) sample lessons (12 typical lessons used in Home Economics I, with handouts, transparencies, assignment sheets, answers to assignment sheets, job sheets, and bibliography); (4) annotated list of resources related to special needs students; (5) modification formats to clarify the strategies used to modify a normal lesson for various exceptionalities; and (6) appendixes devised to facilitate adaptation of the classroom environment for learner exceptionalities, and integration procedures for incorporating FHA/HERO into the classroom setting. (KC).

ED 203 143 CE 029 278

Usoro, Hogan

Vocational Preparation Curriculum: Plumbing.

Missouri Univ. Columbia. Instructional Materials Lab

Report No. — SN-7-5

Pub Date — 81

Note — 137p

Available from — Instructional Materials Laboratory, University of Missouri — Columbia, 10 Industrial Education Building, Columbia, MO 65201 ($6.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Disabilities, *Disadvantaged, *Instructional Materials, *Mainstreaming, *Plumbing, *Special Education, Course Content, Curriculum Guides, Exceptional Persons, Learning Activities, Learning Modules, Pacing, Secondary Education, Self Evaluation Individuals, Skilled Occupations, Vocational Education

This document is a curriculum guide for instructors teaching vocational preparation for plumbing to special needs students. The purpose of the curriculum guide is to provide minimum skills for disadvantaged and handicapped students entering the mainstream; to supplement vocational skills of those students already in a regular training program (mainstream); and to provide vocational instructional materials for the modified classroom. Ten units of self-paced and self-contained instructional materials are contained within the plumbing curriculum. Units are illustrated and simplified to more easily aid a student in class activities or on an individual basis. The separate sections of each unit are color coded and consist of the following: objective and student assessment (presents the unit objectives and provides self-assessment statements for students); introduction (contains a brief motivational statement describing the theme of the units); tools, materials, and equipment needed to complete the exercise; steps of the procedure, with illustrations; and student evaluation to be used by the instructor. Topics covered in the 10 units include job opportunities in welding, safety rules in plumbing, measuring and cutting pipes, reaming and threading pipes, soldering, making a flare joint, making a plastic pipe joint, repairing faucets, replacing a toilet bowl, and clearing a main drain. (KC).

ED 203 144 CE 029 279

Strazicich, Mirko, Ed

Meatcutting Testbook, Part I.

California State Dept. of Education, Sacramento

Pub Date — 81

Note — 80p.; For a related document see CE 029 280

Available from — Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.50)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Apprenticeships, *Food Processing Occupations, *Job Skills, *Meat Packing Industry, *Multiple Choice Tests, Learning Modules, Postsecondary Education, Workbooks

Identifiers — California, Meat Cutters

This document contains objective tests for each lesson in the Meatcutting Workbook, Part I (see note), which is designed for apprenticeship programs in meatcutting in California. Each of the 36 tests contains from 10 to 45 multiple-choice items.The tests are grouped according to the eight units of the workbook: the apprentice meatcutter; applied arithmetic; tools and equipment; weighing, packaging, and labeling; meat and fish as foods; meat from farm to table; inspection, classification, and grading; and meat sales promotion. (KC).

ED 203 145 CE 029 280

Strazicich, Mirko, Ed

Meatcutting Workbook, Part I.

California State Dept. of Education, Sacramento

Pub Date — 81

Note — 161p.; For a related document see CE 029 279

Available from — Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($8.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Apprenticeships, *Food Processing Occupations, *Instructional Materials, *Job Skills, *Meat Packing Industry, *Study Guides, Learning Modules, Postsecondary Education, Workbooks

Identifiers — California, Meat Cutters

This document is a workbook for apprentices learning the meatcutting trade in California. The workbook is divided into eight units covering the following areas: the apprentice meatcutter; applied arithmetic; tools and equipment; weighing, packaging, and labeling; meat and fish as foods; meat from farm to table; inspection, classification, and grading; and meat sales promotion. Each unit contains three to nine lessons; and each lesson provides an introductory question section covering the material to be learned in the lesson, topics for discussion, and a study guide. Some lessons have suggested study assignments. A glossary and a list of instructional materials complete the workbook. (KC).

ED 203 150 CE 029 292

Foodservice Occupations Cluster Guide.

Oregon State Dept. of Education, Salem

Pub Date — 79

Note — 108p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Food Service, *Occupational Clusters, *Occupational Home Economics, *Program Development, *Program Implementation, Administration, Behavioral Objectives, Career Education, Communication Thought Transfer, Competence, Competency Based Education, Equipment, Equipment Utilization, Grade 11, Grade 12, Guidelines, Human Relations, Individualized Instruction, Instructional Materials, Job Skills, Learning Activities, Material Development, Program Evaluation, Safety, Sanitation, Secondary Education, Vocational Education

Identifiers — Food Processing, Oregon

Intended to assist vocational teachers in developing and implementing a cluster program in food service occupations, this guide contains sections on cluster organization and implementation and instructional emphasis areas. The cluster organization and implementation section covers goal-based planning and includes a proposed cluster curriculum, a sample curriculum schedule, allied support courses, information about individualized instruction, and current Oregon manpower data. Suggested course goals, learning activities, and cross-referenced resources in the areas of human relations and communications, sanitation, safety and equipment, food preparation, serving foods, and management are provided. A section discussing assessment in goal-based planning follows. Appendixes contain job descriptions from the Dictionary of Occupational Titles; instructional analysis of the skills and knowledge common to the key occupations; resources; and food service terms. (MN).

ED 203 151 CE 029 293

Personal Finance Education Guide.

Oregon State Dept. of Education, Salem

Pub Date — 81

Note — 80p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Consumer Economics, *Consumer Education, *Consumer Protection, *Money Management, Adult Education, Behavioral Objectives, Competence, Credit Finance, Economics, Employment, Income, Instructional Materials, Learning Activities, Legislation, Marketing, Purchasing

Identifiers — Consumer Skills, Personal Finance Training

This guide is intended to assist curriculum planners and classroom teachers in designing and implementing personal finance instruction to meet a variety of student needs, interests, and abilities. It is organized under five concept areas: employment and income, money management, credit, purchase of goods and services, and rights and responsibilities in the marketplace. Each concept area contains several subconcepts. Under each subconcept the goals are listed at three levels of progressively greater complexity along with sample indicators of student performance. Classroom activities are accompanied by an outline of program content. Topics covered in the five concept areas include obtaining a job; meeting responsibilities for job success; employment law; financial security and employment; financial planning; banking and recordkeeping; savings; investments; legal documents; insurance; taxation; credit availability, use, selection, and problems; consumer credit laws; factors affecting consumer purchases; role of advertising; guidelines for shoppers; the U.S. economic system; rights and responsibilities of consumers and sellers; fraudulent and deceptive practices; sources of consumer assistance; and consumer legislation. (MN).

ED 203 152 CE 029 294

Tarasawa, Connie Baker, Cherie

Special Vocational Program Guide. Child Care.

Oregon State Dept. of Education, Salem

Pub Date — 81
Note — 98p.; Some pages will not reproduce well due to small print
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Child Care Occupations, *Child Development, *Curriculum Development, *Learning Activities, *Program Development, Bibliographies, Competence, Course Content, Curriculum Guides, Employment Opportunities, Employment Projections, Health, High Schools, Individualized Instruction, Occupational Information, Resources, Safety, Self Evaluation Groups, State Legislation, Vocational Education
Identifiers — Dictionary of Occupational Titles, Oregon

This guide is intended to assist the vocational teacher in designing and implementing a child care occupations vocational program. The guide is divided into four sections: organization and implementation, instructional emphasis areas, assessment, and appendix. The organization and implementation section describes goal-based planning, and includes a proposed program curriculum, a suggested curriculum schedule, allied support courses, information about individualized instruction, and current Oregon manpower data. The instructional emphasis areas section contains suggested course goals and learning activities and resources in growth and development, patterns of behavior, planning play activities, health and safety, and employment. Section three explains why assessment is needed and is followed by the appendix, which contains (1) job descriptions from the Dictionary of Occupational Titles, (2) instructional analysis of the skills and knowledge common to the key occupations, (3) rules and laws governing child care in Oregon, (4) bibliography, and (5) assessment instrument for child care services programs. (KC).

ED 203 154 CE 029 299

Veech-Townzen, Annette M.
Utilization of a Fund Raising Event as a Curriculum to Teach Job Skills.
Pub Date — 81
Note — 20p.; Document prepared at East Alton-Wood River Community High School, Wood River, IL
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC01 Plus Postage
Descriptors — *Business Administration, *Business Education, *Business Skills, *Fund Raising, *Job Skills, *Simulation, Administrator Responsibility, Advertising, Behavioral Objectives, Bookkeeping, Clerical Occupations, Employment Interviews, Guidelines, Instructional Materials, Job Application, Job Search Methods, Learning Activities, Lesson Plans, Marketing, Role Playing, Salesmanship, Secondary Education, Secretaries, Vocational Education

Designed to help students obtain job skills and abilities that will help them on the job, this guide presents three weeks of lesson plans enabling students to perform each step in acquiring and holding a job in a simulated business. Following suggestions for obtaining products requiring no capital outlay, a brief description of the five departments within the simulated company (Office of the President and Vice President, Secretary, Bookkeeper, Advertising Department, and Salespersons Department) is provided. Topics covered in the lesson plans are letters of introduction; application completion; phone interviews; personal interviews; business operations in the classroom; and responsibilities of the president, vice president, secretary, bookkeeper, and salespersons. Sample want ads, application letters, interviews checklists, memos, and daily work directions are included. (MN).

ED 203 163 CE 029 321

Gallant, Thomas E. Hawley, John F.
Electrician's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.
Naval Education and Training Command, Washington, D.C.
Report No. — NAVEDTRA-10546-E
Pub Date — 81
Note — 614p.; Photographs and some charts will not reproduce well. For a related document see ED 110 703
Pub Type — Books (010). Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF03/PC25 Plus Postage
Descriptors — *Electrical Systems, *Electric Circuits, *Electricians, *Electricity, *Equipment Maintenance, *Trade and Industrial Education, Behavioral Objectives, Correspondence Study, Electrical Occupations, Electric Motors, Independent Study, Instructional Materials, Learning Activities, Lighting, Postsecondary Education, Repair, Textbooks
Identifiers — Navy

This Rate Training Manual (Textbook) and Nonresident Career Course form a correspondence, self-study package to provide information related to tasks assigned to the Electrician's Mate Third and Second Class. Focus is on operating and maintaining power and lighting systems and associated equipment. The 16 chapters in the text are (1) The Electrician's Mate, (2) Safety Precautions, (3) Test Equipment, (4) Electrical Installations, (5) A-C Power Distribution Systems, (6) D-C Power Distribution Systems, (7) Motor Controllers, (8) Maintenance and Repair of Motors and Generators, (9) Shipboard Lighting, (10) Degaussing, (11) Electrical Propulsion and Controls, (12) Central Operations System, (13) Basic Electronic Components and Circuits, (14) Logic Systems, (15) Electrical Auxiliaries, and (16) Sound Motion Picture Systems. Appendixes include a glossary; information on workbenches, ground requirements, and safety matting; and a chart of electronic symbols. The Nonresident Career Course follows the index. It contains 11 assignments that are organized in this format: textbook assignment and learning objective with related sets of teaching items to be answered. Learning objectives and items are based on subject matter or study material in the textbook. (YLB).

ED 203 164 CE 029 323

Williamson, Linda, Ed
Consumer Education: A Guide for Teachers to Motivate Students Toward Improved Consumer Education.
Oklahoma State Dept. of Education, Oklahoma City
Pub Date — 81
Note — 242p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC10 Plus Postage
Descriptors — *Career Choice, *Consumer Economics, *Consumer Education, *Consumer Protection, *Money Management, Behavioral Objectives, Career Awareness, Course Descriptions, Credit Finance, Economics, Elementary Secondary Education, Health, Influences, Instructional Materials, Insurance, Learning Activities, Leisure Time, Lesson Plans, Purchasing, Resource Materials, Student Evaluation, Teaching Guides

This guide contains information to facilitate the teaching of consumer education at all levels. It focuses on making students more aware of how the economic structure functions and the forces that help shape the free enterprise system. Materials are divided into three sections by educational level: K-3, 4-6, and 7-12. Concepts covered include the economic system; roles, rights, and responsibilities; consumer influences; money management; insurance; credit; purchasing; quackery, fraud, and deception; consumer assistance and protection; health, education, and leisure; and career decisions. The section for grades 7-12 includes allthe above topics; the other two sections cover selected topics. Information on each concept is organized into this format: goal, outline of content with corresponding student objectives, activities, evaluation, and resources. (YLB).

ED 203 166 CE 029 326

Competency-Based Horticulture: Gardening — Groundskeeping.
College of DuPage, Glen Ellyn, Ill
Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education
Pub Date — 81
Contract — R-33-10-X-0442-317; R-33-21-D-0542-317
Note — 332p.; For related documents see CE 029 327-328 and ED 189 387-388
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC14 Plus Postage
Descriptors — *Agricultural Education, *Competency Based Education, *Grounds Keepers, *Horticulture, *Job Skills, *Vocational Education, Administration, Behavioral Objectives, Competence,

Educational Resources, Equipment Maintenance, Equipment Utilization, Fertilizers, Floriculture, Guidelines, Instructional Materials, Landscaping, Learning Activities, Ornamental Horticulture Occupations, Personnel Management, Pesticides, Postsecondary Education, Secondary Education, Soil Science, Trees, Turf Management

This competency-based horticulture curriculum guideis designed to provide secondary and postsecondary horticulture teachers with a task-oriented program in gardening/groundskeeping. It contains a master resource list, a listing of gardening/groundskeeping resources available from various states, and 87 competency task sheets organized into 10 competency areas. These areas are equipment operation and maintenance; equipment and supplies; soils; fertilizers; lawns; trees, shrubs, annuals, and perennials; pesticides; maintenance of facilities; management/job actions; and personnel management. A task statement, a performance objective, suggested learning activities, evaluation procedures, selected resources, and a performance guide are provided in each competency task sheet. Instructor check lists designed to help instructors determine acceptable levels of student performance are also included in the units. (Related competency-based horticulture curriculum guides in the areas of floriculture and turfgrass maintenance are available separately through ERIC — see note.) (MN).

ED 203 167 CE 029 327

Competency-Based Horticulture: Turfgrass Maintenance Worker.
College of DuPage, Glen Ellyn, Ill
Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education
Pub Date — 81
Contract — R-33-10-X-0442-317; R-33-21-D-0542-317
Note — 254p.; For related documents see CE 029 326-328 and ED 189 387-388
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC11 Plus Postage
Descriptors — *Agricultural Education, *Competency Based Education, *Job Skills, *Turf Management, *Vocational Education, Behavioral Objectives, Competence, Educational Resources, Equipment Maintenance, Equipment Utilization, Fertilizers, Grounds Keepers, Guidelines, Harvesting, Horticulture, Instructional Materials, Landscaping, Learning Activities, Maintenance, Ornamental Horticulture Occupations, Plant Growth, Plant Pathology, Plant Propagation, Postsecondary Education, Secondary Education, Trees
Identifiers — Golf Courses

This competency-based horticulture curriculum guideis designed to provide secondary and postsecondary horticulture teachers with a task-oriented program for training turfgrass maintenance workers. It contains a master resource list, a listing of turfgrass maintenance resources available from various states, and 59 competency task sheets organized into 11 competency areas. These areas are equipment operation and maintenance; general turfgrass maintenance; maintenance of trees and shrubs; maintenance of greens and trees; maintenance of fairways, roughs, and traps; maintenance of water hazards; maintenance of facilities; ground preparation; propagation and growth; harvesting; and maintenance. A task statement, a performance objective, suggested learning activities, evaluation procedures, selected resources, and a performance guide are provided in each competency task sheet. Instructor checklists designed to help instructors determine acceptable levels of student performance are also included in the units. (Related competency-based horticulture curriculum guides in the areas of gardening/groundskeeping and floriculture are available separately through ERIC — see note.) (MN).

ED 203 168 CE 029 328

Competency-Based Horticulture: Floriculture.
College of DuPage, Glen Ellyn, Ill
Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education
Pub Date — 81
Contract — R-33-10-X-0442-317; R-33-21-D-0542-317
Note — 348p.; For related documents see CE 029 326-327 and ED 189 387-388
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC14 Plus Postage
Descriptors — *Agricultural Education, *Competency Based Education, *Floriculture, *Horticulture, *Job Skills, *Vocational Education, Behavioral Objectives, Competence, Crop Processing Occupations, Disease Control, Educational Resources, Equipment Maintenance, Equipment Utilization, Fertilizers, Guidelines, Hand Tools, Harvesting, Instructional Materials, Landscaping, Learning Activities, Ornamental Horticulture Occupations, Pesticides, Plant Growth, Plant Pathology, Plant Propagation, Postsecondary Education, Secondary Education, Soil Science, Storage
Identifiers — Environmental Control, Irrigation, Packaging

This competency-based horticulture curriculum guideis designed to provide secondary and postsecondary horticulture teachers with a task-oriented program in floriculture. It contains amaster resource list, a listing of floriculture resources available from various states, and 89 competency task sheets organized into nine competency areas. These areas are maintenance and repairs; field soils; media mixes; planting and propagating plants; cultural and environmental control practices; irrigation practices; plant pest and disease control; harvesting crops; and packaging, storing, and shipping. A task statement, a performance objective, suggested learning activities, evaluation procedures, selected resources, and a performance guide are provided in each competency task sheet. Instructor check lists designed to help instructors determine acceptable levels of student performance are also included in the units. (Related competency-based horticulture curriculum guides in the areas of gardening/groundskeeping and turfgrass maintenance are available separately through ERIC — see note.) (MN).

ED 203 173 CE 029 340

Hemp, Paul E. Mayer, Leon
Agricultural Occupations Program Planning Guide.
Illinois Univ. Urbana. Dept. of Vocational and Technical Education
Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education
Pub Date — 81
Contract — R-33-21-D-0542-388
Note — 30p.; For related documents see CE 029 341 and ED 189 383
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Agricultural Education, *Agricultural Occupations, *Career Awareness, *Program Development, *Vocational Education, Career Education, Career Exploration, Curriculum Development, Curriculum Guides, High Schools, Legislation, Models, Off Farm Agricultural Occupations
Identifiers — Illinois Core Curriculum Project

The major program objectives of agricultural occupations courses are (1) to develop agricultural competencies needed by individuals engaged in or preparing to engage in production agriculture, and in agricultural occupations other than production agriculture; (2) to develop an understanding of the career opportunities in agriculture; (3) to develop the ability to advance in agricultural occupations through continuing education; (4) to develop human relations abilities needed in agriculture; and (5) to develop the abilities needed to exercise and follow effective leadership. This planning guide has been designed as an aid to teachers and administrators who wish to plan or replan an agricultural occupations program at the secondary school level. A suggested procedure and sample forms are included to assist the teacher in developing courses of study using the Illinois Core Curriculum Project materials. The guide includes an introduction to agricultural occupations as a field of study, including the background legislation which precipitated it; suggested procedures for program development; program models; the Illinois Core Curriculum and its use in program development; program objectives; and course planning aids, including course planning forms and directions for their use. (KC).

ED 203 174 CE 029 341

Hemp, Paul E. Ethridge, Jim
Urban Agriculture Program Planning Guide.
Illinois Univ. Urbana. Dept. of Vocational and Technical Education
Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education
Pub Date — 81

Contract — R-33-21-D-0542-388
Note — 34p.; For related documents see CE 029 340 and ED 189 383
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Agricultural Education, *Off Farm Agricultural Occupations, *Program Development, *Urban Areas, *Vocational Education, Agricultural Occupations, Curriculum Development, Curriculum Guides, High Schools, Models, Resources, Urban Population, Urban Schools
Identifiers — Illinois Core Curriculum Project

Urban agriculture may be defined as those areas of agriculture that are practiced in metropolitan settings, plus knowledge and skills in agricultural subject areas which lead to vocational proficiency and improved quality of life or effective citizenship. Agriculture areas that are especially significant in urban settings include ornamental horticulture, companion animals, food processing, conservation and ecology, agricultural marketing, and gardening. This planning guide has been designed as an aid to teachers and administrators who wish to plan or replan an urban agriculture program at the secondary school level. A suggested procedure and sample forms are included to assist the teacher in developing courses of study using the Illinois Core Curriculum Project materials. The guide includes an introduction to urban agriculture, which explains the functions of agricultural education in urban areas, federal legislative provisions, and the Illinois Core Curriculum for agricultural education; instructions for planning an urban program, including program objectives; five program models; course planning aids, such as course planning sheets and instructions for their use; and a list of resources for program planning. (KC).

ED 203 175 CE 029 343

Sloan, Jamee Reid
Health Occupations Education: Medical Assistant.
Oklahoma State Board for Vocational Education, Stillwater
Pub Date — 81
Note — 1,205p
Available from — State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, Stillwater, OK 74074 ($25.00, teacher; $18.00, student)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF09 Plus Postage. PC Not Available from EDRS
Descriptors — *Allied Health Occupations, *Allied Health Occupations Education, *Business Skills, *Career Planning, *Job Skills, *Medical Assistants, Anatomy, Behavioral Objectives, Career Education, Diseases, Drug Therapy, Employment Potential, Ethics, First Aid, Human Body, Instructional Materials, Job Search Methods, Learning Activities, Medical Services, Medical Vocabulary, Nutrition, Pharmacology, Physiology, Vocational Education

These medical assistant instructional materials include 28 instructional units organized into sections covering orientation; anatomy and physiology, related disorders, disease, and skills; office practices; and clinical practices. Each unit includes eight basic components: performance objectives, suggested activities for teachers, information sheets, assignment sheets, job sheets, transparency masters, tests and answers to tests, and assignment sheets. (Depending on specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in a given unit.) Topics covered in individual units include orientation, the Health Occupations Students of America, career success, body planes and cavities, nutrition, individual body systems, medical terminology, human relations and communications, medical law and ethics, secretarial procedures, business procedures, basic medical assistant skills, surgical asepsis, instrument use, dressing application, basic laboratory tests, pharmacology, administering medications, emergencies, and first aid. (MN).

ED 203 176 CE 029 344

Stone, Sheila D.
Validation of Auto Mechanics I Curriculum Manual.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Pub Date — 81
Note — 58p
Pub Type — Reports — Evaluative / Feasibility (142)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Auto Mechanics, *Curriculum Evaluation, *Field Tests, *Program Effectiveness, *Program Validation, *Textbook Evaluation, Curriculum, Curriculum Development, Program Evaluation, Secondary Education, Vocational Education
Identifiers — Oklahoma

A field test evaluated "Auto Mechanics I" curriculum materials developed and published by the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education. The results and conclusions reported relate to student achievement and teacher evaluation and comments for each of the 23 units of the manual. In general, the evaluation and comments were favorable. The total for all schools indicates that on only six of the 23 units that were analyzed did students fail to reach the arbitrarily set 80 percent success level. This analysis is useful in the total evaluation of the curriculum manual as a whole; however, it fails to take into account the concepts being learned — how important they were in relation to the performance, and how difficult they were to grasp. The major conclusion of the research unit is that the curriculum meets the needs of most of the instructors. It is recommended that future studies be done in regard to student achievement as related to performance skills. (Because of the lack of response concerning the use of many of the job sheets and assignment sheets in the manual, no conclusions can be drawn from the students' achievement on the cognitive tests to determine their ability to perform the skills themselves.) (KC).

ED 203 180 CE 029 352

Lehrman, Ray Bomotti, Marty Jordan
Dynamics of Living: A Curriculum Guide for Consumer and Homemaking Education.
Northern Inst. for Research, Training, and Development, Inc. Anchorage, Alaska
Spons Agency — Alaska State Dept. of Education, Juneau
Pub Date — 79
Note — 173p.; For related documents see CE 029 353 and CE029 356-357

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Decision Making, *Family Life Education, *Home Economics, *Interpersonal Relationship, *Self Concept, Behavioral Objectives, Change, Communication Thought Transfer, Conflict, Conflict Resolution, Consumer Education, Course Descriptions, Curriculum Guides, Interpersonal Competence, Learning Activities, Personality, Resource Materials, Responsibility, Secondary Education, Sex Fairness, Values Clarification
Identifiers — Resource Management

This curriculum guide contains four units for a secondary consumer and homemaking education course in dynamics of living. Unit titles include (1) Understanding Ourselves (Personality, Human Needs, Value Clarification), (2) Interpersonal Relationship (Developing Relationships, Communication, Accepting Responsibility, Conflict and Change), (3) Decision Making, and (4) Managing Resources. Each unit is organized around a broad goal and a number of more specific sub-goals related to a single topic covered in the unit. A five-column format is used to present content, student objectives, teacher/learner activities, method of evaluation, and teaching/learning aids. Content information, student objectives, and learning activities are suggestions only. The "Method of Evaluation" column is left blank, so that the teacher can choose the technique most appropriate for the learning activity chosen. An appendix contains Guidelines to Insure Sex Fairness in Education Division Communications and Products. (YLB).

ED 203 181 CE 029 353

Shelton, Nicki
Cooking Up a Food Service Program in Rural Alaska. Guidelines for Consumer and Homemaking Education.
Northern Inst. for Research, Training, and Development, Inc. Anchorage, Alaska
Spons Agency — Alaska State Dept. of Education, Juneau
Pub Date — 80
Note — 219p.; For related documents see CE 029 352 and CE029 356-357
Pub Type — Guides / Methods / Techniques — Classroom use —

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Curriculum Development, *Food Service, *Occupational Home Economics, *Program Development, *Student Experience, *Work Experience Programs, Behavioral Objectives, Course Content, Course Descriptions, Job Training, Program Descriptions, Program Implementation, Rural Education, Rural Schools, Secondary Education

This guide shows teachers how to offer successfully a food service program as part of the home economics curriculum. It describes a rural, secondary-level food service program — a bakery service offered to the community — and gives step-by-step instructions for starting the program as well as guidelines for developing it each year. The first section discusses establishing the program, including facilities and equipment, scheduling and enrollment, teacher organization, and financial requirements. The second section provides a concept outline and general calendar as the basic framework for a two-year food service curriculum. Student objectives are listed. Operating the food service program is the focus of the third section. Topics covered include ordering supplies and groceries, safety and sanitation, cleaning and maintenance, student job assignment, menu planning, shortcuts to production, recordkeeping, selling procedures and policies, profits, and public relations. A section of selected resources lists some sources of technical assistance, textbooks, reference books, and suppliers of instructional materials, food service, equipment, and groceries. Appendixes include sample menus and job assignments, and recordkeeping, order, and student employee evaluation forms. (YLB).

ED 203 182 CE 029 354

Bomotti, Marty Jordan
Changing Roles in a Changing World. A Sourcebook for Home Economics Teachers.
Northern Inst. for Research, Training, and Development, Inc. Anchorage, Alaska
Spons Agency — Alaska State Dept. of Education, Juneau
Pub Date — 81
Note — 108p
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Home Economics, *Inservice Teacher Education, *Role Perception, *Sex Fairness, *Sex Stereotypes, *Values Clarification, Independent Study, Instructional Materials, Learning Activities, Role Conflict, Secondary Education, Self Evaluation Individuals, Sex Bias, Values, Values Education

This sourcebook is designed to help home economics teachers clarify their values regarding changing roles of women and men and sex stereotyping and to be able to present values clarification to their students. The sourcebook is designed first as a self-study for home economics teachers, and second, as a source for teaching ideas/techniques. The first section presents a rationale for why teachers should educate for changing roles. In the second section, the negative effects of stereotyping are discussed; an attempt is made to increase the teacher's awareness level with regard to his/her own stereotypical biases and attitudes; and ways are suggested to eliminate implicit and explicit sex-role stereotyping from the classroom. The third section contains a collection of teaching ideas to try in each of the content areas of home economics. Exercises and self-assessment sheets for both teacher and students are included. Also included is the report of sex stereotyping in a sample of home economics textbooks. (KC).

ED 203 183 CE 029 355

Bomotti, Marty Jordan
Home Economics in Rural Alaska. A Teacher's Resource.
Alaska State Dept. of Education, Juneau. Northern Inst. for Research, Training, and Development, Inc. Anchorage, Alaska
Spons Agency — Department of Education, Washington, D.C.
Pub Date — 80
Note — 257p
Pub Type — Guides / Methods / Techniques — Classroom Use — Teaching Guides (052)
EDRS Price — MF01/PC11 Plus Postage
Descriptors — *Consumer Economics, *Consumer Education, *Educational Resources, *Family Life Education, *Home Economics, *Learning Activities, Child Development, Class Activities, Clothing Instruction, Foods Instruction, Homemaking Skills, Home Management, Housing, Instructional Materials, Money Management, Nutrition Instruction, Parenthood Education, Resource Materials, Rural Education, Rural Schools, Secondary Education, Teaching Methods, Textiles Instruction
Identifiers — Alaska

This guide suggests teaching topics, activities, and resources for rural home economics teachers in Alaska. It is divided into seven chapters. Six are devoted to each of the main teaching areas in consumer and homemaking education: personal/family relationships, foods/nutrition, housing/home management, consumer education/resource management, child development/parenting, and clothing/textiles. The last chapter includes a variety of resources, especially some unique to Alaska. Each of the first six chapters is further divided into these sections: Teaching Topics (in outline form with major and subconcepts), Teaching Activities (brief descriptions), and Teaching Resources. The resources are grouped according to each of the major concepts. If available and/or necessary, a brief description of the resource, as well as the price, is provided. Sources are given for ordering the materials; addresses are found in the Resources chapter. Chapters on foods/nutrition and clothing/textiles also include a number of miscellaneous helps. The Resources chapter is divided into three sections: Student Texts/Reference Books (by area), Addresses (for ordering instructional materials), and Miscellaneous, which contains information about Alaskan resources, including the Rural Student Vocational Program, Alaska Knowledge Base, and Vocational Education Curriculum Resource Center. (YLB).

ED 203 184 CE 029 356

Lehrman, Ray Bomotti, Marty Jordan
Parenting: A Curriculum Guide for Consumer and Homemaking Education.
Northern Inst. for Research, Training, and Development, Inc. Anchorage, Alaska
Spons Agency — Alaska State Dept. of Education, Juneau
Pub Date — 79
Note — 159p.; For related documents see CE 029 352-353 and CE 029 357
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Birth, *Child Development, *Child Rearing, *Parenthood Education, *Parent Responsibility, *Pregnancy, Adjustment to Environment, Behavioral Objectives, Consumer Education, Course Descriptions, Curriculum Guides, Developmental Stages, Disabilities, Family Planning, Family Role, Home Economics, Learning Activities, Resource Materials, Secondary Education, Self Concept, Self Esteem, Sex Fairness

This curriculum guide contains 11 units for a secondary consumer and homemaking education course in parenting. Unit titles include (1) The Individual, (2) The Family, (3) The Parent, (4) Family Planning, (5) Pregnancy, (6) Childbirth, (7) Care of Mother and Baby, (8) Adjustment of the New Family, (9) Developmental Stages of Children, (10) Guiding Children's Behavior, and (11) The Needs of Exceptional Children. Each unit is organized around a broad goal and a number of more specific sub-goals related to a single topic covered in the unit. A five-column format is used to present content, student objectives, teacher/learner activities, method of evaluation, and teaching/learning aids. Content information, student objectives, and learning activities are suggestions only. The "Method of Evaluation" column is left blank, so that the teacher can choose the technique most appropriate for the learning activity chosen. An appendix contains Guidelines to Insure Sex Fairness in Education Division Communications and Products. (YLB).

ED 203 185 CE 029 357

Lehrman, Ray Bomotti, Marty Jordan
Personal Finance: A Curriculum Guide for Consumer and Homemaking Education.
Northern Inst. for Research, Training, and Development, Inc. Anchorage, Alaska
Spons Agency — Alaska State Dept. of Education, Juneau
Pub Date — 79
Note — 211p.; For related documents see CE 029 352-353 and CE 029 356
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Consumer Education, *Consumer Protection, *Insurance, *Investment, *Money Management, *Purchasing, Behavioral Objectives, Consumer Economics, Course Descriptions, Credit Finance, Curriculum Guides, Estate Planning, Home Economics, Learning Activities, Resource Materials, Responsibility, Secondary Education, Sex Fairness, Taxes

This curriculum guide contains seven units for a secondary consumer and homemaking education course in personal finance. Unit titles include (1) Money Management, (2) Savings and Investments, (3) Wise Use of Credit, (4) Insurance, (5) Understanding Taxes, (6) Purchasing of Goods and Services, and (7) Consumer Citizenship. Each unit is organized around a broad goal and a number of more specific sub-goals related to a single topic covered in the unit. A five-column format is used to present content, student objectives, teacher/learner activities, method of evaluation, and teaching/learning aids. Content information, student objectives, and learning activities are suggestions only. The "Method of Evaluation" column is left blank so that the teacher can choose the technique most appropriate for the learning activity chosen. An appendix contains Guidelines to Insure Sex Fairness in Education Division Communications and Products. (YLB).

ED 203 186 CE 029 362
Instructor's Guide and Job Seekers Workbook.
Job Information and Seeking Training Program, Indianapolis, Ind
Spons Agency — Indiana State Office of Occupational Development, Indianapolis
Pub Date — 80
Note — 367p
Available from — JIST, 1001 W. 10th St. Indianapolis, IN 46202 ($17.00; quantity discounts negotiable)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Employment Interviews, *Job Applicants, *Job Application, *Job Search Methods, *Portfolios Background Materials, Adult Education, Adults, Career Education, Communication Skills, Disabilities, Disadvantaged, Employer Attitudes, Employment Potential, Employment Qualifications, Employment Services, Independent Study, Job Placement, Job Skills, Objectives, Telephone Communications Systems, Unemployment, Work Attitudes
Identifiers — Job Cards, Resumes

This workbook is intended to teach disadvantaged, handicapped, or "hard-core" unemployed persons to find their own jobs. Although the book is designed for a self-study approach, it is important that a trainer/instructor/vocational counselor be available for assistance. The eight chapters cover (1) Employer Expectations (appearance, attendance/punctuality, skills/abilities/interests), (2) Data Sheets, (3) Application, (4) Job Card, (5) Telephone Contact, (6) Interview, (7) Job Leads, and (8) Resume. Each section begins with the instructor's guide, providing this information: goals and objectives, physical set-up and equipment, time required and relation of material to group size, role of trainer, verbal instructions, suggestions for individualizing training techniques, and closing the session. The job seeker's section contains informational materials, exercises, learning activities, sample forms, and examples. (YLB).

ED 203 195 CE 029 380
Gill, Douglas H.
Program Guide for Developing a Comprehensive Program of Occupational Preparation for Handicapped Individuals in Georgia.
Georgia Univ. Athens. Coll. of Education

ED 203 195 CE 029 380
Gill, Douglas H.
Program Guide for Developing a Comprehensive Program of Occupational Preparation for Handicapped Individuals in Georgia.
Georgia Univ. Athens. Coll. of Education
Spons Agency — Georgia State Dept. of Education, Atlanta. Office of Vocational Education
Pub Date — 81
Note — 123p
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Reference Materials — Directories / Catalogs (132)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Disabilities, *Mainstreaming, *Program Development, *Resource Room Programs, *Special Education, *Vocational Education, Career Education, Directories, Objectives, Position Papers, Postsecondary Education, Program Descriptions, Program Design, Program Guides, Resources, Secondary Education, Special Classes
Identifiers — Georgia, Work Activity Centers

This program guide examines a comprehensive occupational preparation program for the handicapped that is fiscally responsible, in concert with current practice, and has practical application possibilities. Section 1 is a position statement for the guide. Section 2 is a diagram showing program goals and objectives. The purpose of section 3 is to examine occupational preparation for the handicapped individual within existing service delivery models in Georgia. It centers around the four major service delivery models that currently exist: work activity center, self-contained class setting, resource class setting, and regular class setting. Each is examined in regard to four component areas (identification, assessment, individual program plan/individual education program development, instructional alternatives), and each component area is addressed in terms of basic concepts, strategies, role definitions, and recommendations. Section 4 regards additional factors for consideration in program development, including job placement, program evaluation, financing, teacher education, vocational education youth club organizations, career counseling, and advisory groups. Section 5 contains program guide implementation strategies. A directory of interagency contact persons throughout Georgia is presented in section 6. (YLB).

ED 203 196 CE 029 381
Gunderson, Margaret S. Moore, Earl J.
Secondary School Guidance Curriculum, Grades 7-12.
Georgia State Dept. of Education, Atlanta
Pub Date — 81
Note — 354p
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC15 Plus Postage
Descriptors — *Career Development, *Career Guidance, *Competency Based Education, *Curriculum Development, *Guidance Programs, *Program Development, Behavioral Objectives, Competence, Models, Secondary Education, Secondary Schools, Skills
Identifiers — Georgia, Georgia Comprehensive Guidance Model

This manual provides a framework for guidance curriculum development for use by planners involved in creating or improving a guidance program in secondary schools. These materials represent a competency-based approach based on the Georgia Comprehensive Guidance Model and provide a comprehensive structure of the knowledge, skills, and attitudes that students can derive from a developmental guidance program. (A summary of the Model is appended.) Guidance curricula are presented separately for each of grades 7-12. They are organized in this format: content, role, goal, objective as defined in the Model; competency; performance indicators; and suggested performance level. Forms for secondary school guidance progress reports, grades 7-12, are provided. The manual concludes with an overview of grade level competencies for Grades K-12 for each of the eight principal content areas. (YLB).

ED 204 484 CE 028 716
Harrington, Lois G. And Others
Direct Curriculum Development. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-7.

Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Consortium for the Development of Professional Materials for Vocational Education
Pub Date — 81
Note — 62p.; Some pages will not reproduce well due to small print. For related documents see CE 028 717, CE 028 850-853, and ED 164 746-754
Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (LT 58B-7, $4.50; quantity discounts available)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Administrator Education, *Competency Based Education, *Curriculum Development, *Educational Administration, *Job Skills, *Vocational Education, Administrator Role, Articulation Education, Behavioral Objectives, Case Studies, Competence, Experiential Learning, Higher Education, Inservice Teacher Education, Learning Activities, Learning Modules, Management Development, Preservice Teacher Education, Staff Utilization

Designed to provide pre- and inservice vocational education administrators with the skills necessary to direct the curriculum development process, this competency-based module contains an introduction and three sequential learning experiences. Each learning experience consists of an overview, required and optional learning activities, a self-check section, and a series of model answers for use with the self-check section. Topicscovered in the first learning experience include directing curriculum development, staff involvement, the need for articulation in curriculum development, and steps in the curriculum development process. Critiquing administrator performance in a case study of a curriculum development project is dealt with next. The final learning experience involves directing the curriculum development process in an actual administrative situation. (Related competency-based vocational education administrator modules covering direct program evaluation, improving instruction, program promotion, staff development, and student recruitment and admissions are available separately through ERIC — see note.) (MN).

ED 204 485 CE 028 717

Quinn, Karen M. And Others
Guide the Development and Improvement of Instruction. Competency-Based Vocational Education AdministratorModule Series. Leadership and Training Series No. 58B-8.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Consortium for the Development of Professional Materials for Vocational Education
Pub Date — 81
Note — 88p.; Some pages will not reproduce well due to small print. For related documents see CE 028 716, CE 028 850-853, and ED 164 746-754
Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (LT 58B-8, $5.50; quantity discounts available)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Competency Based Education, *Educational Administration, *Instructional Development, *Job Skills, *Vocational Education, Administrator Education, Administrator Responsibility, Administrator Role, Behavioral Objectives, Case Studies, Competence, Educational Strategies, Experiential Learning, Guidelines, Higher Education, Inservice Teacher Education, Instructional Improvement, Instructional Materials, Learning Activities, Learning Modules, Management Development, Preservice Teacher Education, Program Evaluation

Designed to provide pre- and inservice vocational education administrators with the skills necessary to guide the development and improvement of instruction, this competency-based learning module consists of an introduction and three sequential learning experiences. Each learning experience contains an overview, required and optional learning activities, a self-check section, and a series of model answers for use with the self-check section. Topics covered in the first learning experience include the scope of the administrator's responsibility in developing and improving instruction, facilitating the conventional approach to instruction, assessing instruction, and facilitating the competency-based approach to instruction. Evaluating the performance of an administrator in a given case study in guiding staff in selecting and using a new instructional strategy and creating a climate for improving instruction are discussed. The final learning experience involves guiding the development and improvement of instruction in an actual administrative situation. (Related competency-basedvocational education administrator modules covering program evaluation, curriculum development, program promotion, staff development, and student recruitment and admissions are available separately through ERIC — see note.) (MN).

ED 204 487 CE 028 850

Quinn, Karen M. And Others
Promote the Vocational Education Program. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-9.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Consortium for the Development of Professional Materials for Vocational Education
Pub Date — 81
Note — 103p.; Some pages will not reproduce well due to small print. For related documents see CE 028 851-853, CE 028 716-717, and ED 164 746-754
Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (LT 58B-9, $6.25; quantity discounts available)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Administrator Education, *Competency Based Education, *Educational Administration, *Job Skills, *Public Relations, *Vocational Education, Administrator Role, Behavioral Objectives, Competence, Coordination, Experiential Learning, Expository Writing, Guidelines, Higher Education, Inservice Teacher Education, Instructional Materials, Learning Activities, Learning Modules, Management Development, Marketing, News Writing, Preservice Teacher Education, Program Development, Program Evaluation, Program Implementation, Publicity, School Community Relationship
Identifiers — Educational Brokerage

Designed to provide pre- and inservice administrators with the skills necessary to select appropriate program development and implementation, and monitor and evaluate their success, this competency-based learning module consists of an introduction and four sequential learning experiences. Each learning experience contains an overview, required and optional learning activities, a self-check section, and a series of model answers for use withthe self-check section. Topics covered in the first learning experience include procedures for promoting vocational education programs (needs assessment, determining the audience, setting goals, and planning the program) and the role of the administrator in the program promotion process. Alternative promotional techniques, planning an open house, audience, and school/community relations are among the areas examined in the second learning experience. Also discussed are developing plans for publicizing and promoting a hypothetical vocational education program. The final learning experience entails promotion of a vocational education program in an actual administrative situation. (Related competency-based vocational education administrator modules covering curriculum development, program evaluation, improving instruction, staff development, and student recruitment and admissions are available separatelythrough ERIC — see note.) (MN).

ED 204 488 CE 028 851

Harrington, Lois G. And Others
Direct Program Evaluation. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-10.

Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Consortium for the Development of Professional Materials for Vocational Education
Pub Date — 81
Note — 79p.; Some pages will not reproduce well due to small print. For related documents see CE 028 850-853, CE 028 716-717, and ED 164 746-754
Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 LT 58B-10, $5.10; quantity discounts available)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Administrator Education, *Competency Based Education, *Educational Administration, *Job Skills, *Program Evaluation, *Vocational Education, Administrator Role, Behavioral Objectives, Competence, Cost Effectiveness, Data Analysis, Evaluation Methods, Evaluation Needs, Higher Education, Information Utilization, Inservice Teacher Education, Learning Activities, Learning Modules, Management Development, Postsecondary Education, Preservice Teacher Education

Designed to provide pre- and inservice vocational education administrators with background information and hands-on experiences for acquiring the skills necessary to direct a program evaluation, this competency-based learning module contains an introduction and four sequential learning experiences. Each learning experience consists of an overview, required and optional learning activities, a self-check section, and a series of model answers for use with the self-check section. Topics covered in the first learning experience are the purpose of program evaluation, evaluation methods, and cost effectivess/benefit analysis of postsecondary vocational programs. Developing evaluation plans, preparing to implement an evaluation plan, and program evaluation skills for administrators are among the areas examined in the second learning experience. Discussed next are using evaluation data, presenting evaluation reports, and developing and evaluating conclusions and recommendations. The final learning experience involves actually directing a program evaluation. (Related competency-based vocational education administrator modules covering curriculum development, improving instruction, program promotion, staff development, and student recruitment and admissions are available separately through ERIC — see note.) (MN).

ED 204 489 CE 028 852

Harrington, Lois G. And Others
Manage Student Recruitment and Admissions. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-11.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Consortium for the Development of Professional Materials for Vocational Education
Pub Date — 81
Note — 85p.; Some pages with small type will not reproduce well. For related documents see CE 028 850-853, CE 028 716-717, and ED 164 746-754
Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (LT 58B-11, $5.50; quantity discounts available)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Admission School, *Competency Based Education, *Educational Administration, *Job Skills, *Student Recruitment, *Vocational Education, Administrator Education, Administrator Role, Behavioral Objectives, Case Studies, Competence, Experiential Learning, Financial Support, Guidelines, Higher Education, Inservice Teacher Education, Instructional Materials, Learning Activities, Learning Modules, Management Development, News Writing, Preservice Teacher Education, Program Development, Publicity

Designed to provide pre- and inservice vocational education administrators with the skills necessary to manage student recruitment and admissions, this competency-based learning module consists of an introduction and three sequential learning experiences. Topics covered in the first learning experience include developing a hypothetical recruitment plan, identifying available funds, establishing recruitment priorities, selecting recruitment techniques, determining who will be involved in recruitment, scheduling, and evaluation strategies. The second learning experience focuses on the performance of an administrator in a given case study in managing the institution's admissions procedures. Hands-on experience in managing student recruitmentand admissions, while working in an actual administrative situation, is provided in the final learning experience. (Related competency-based vocational education administrator modules covering curriculum development, program evaluation, improving instruction, staff development, and program promotion are available separately through ERIC — see note.) (MN).

ED 204 490 CE 028 853

Miller-Beach, Audni And Others
Provide a Staff Development Program. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-12.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency — Consortium for the Development of Professional Materials for Vocational Education
Pub Date — 81
Note — 76p.; Some pages will not reproduce well due to small print. For related documents see CE 028 850-852, CE 028 716-717, and ED 164 746-754
Available from — National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 (LT 58B-12, $5.10; quantity discounts available)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Competency Based Education, *Educational Administration, *Job Skills, *Program Development, *Staff Development, *Vocational Education, Administrator Education, Administrator Role, Behavioral Objectives, Case Studies, Competence, Educational Facilities, Evaluation Methods, Experiential Learning, Financial Support, Guidelines, Higher Education, Incentives, Inservice Teacher Education, Instructional Materials, Learning Activities, Learning Modules, Management Development, Preservice Teacher Education, Program Evaluation, Program Implementation, Publicity

Designed to provide pre- and inservice vocational education administrators with the skills necessary to establish and/or facilitate implementation of a staff development program, this competency-based learning module consists of an introduction and three sequential learning experiences. Each learning experience contains an overview, required and optional learning activities, a self-check section, and a series of model answers for use with the self-check section. Topics covered in the first learning experience include administrator role in staff development, staff development in the community college, and procedures for developing a staff development program (needs assessment, training needs, establishing needs and plans, staff involvement, adult learning and adult education skills, selecting strategies and techniques, selecting trainers, staff development activities, program promotion, program evaluation, financial resources, facilities, and incentives). Critiquing the performances and views of administrators in given case studies is the subject of the second learning experience. The final learning experience entails providing a staff development program in an actual administrative setting. (Related competency-based vocational education administrator modules covering curriculum development, program evaluation, improving instruction, program promotion, and student recruitment and admissions are available separately through ERIC — see note.) (MN).

ED 204 498 CE 029 232

Coordinated Career Education Curriculum Guide.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education. University of Central Arkansas, Conway

Pub Date — 81
Note — 125p.; For a related document see CE 029 234
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Career Education, *Career Planning, *Daily Living Skills, *Disabilities, *Exceptional Persons, *Special Education, Behavioral Objectives, Career Exploration, Citizenship Responsibility, Communication Skills, Consumer Education, Course Content, Curriculum, Curriculum Guides, Educational Resources, Individualized Education Programs, Individualized Instruction, Job Skills, Labor Relations, Leisure Time, Money Management, Safety, Secondary Education, Self Care Skills, Unions
Identifiers — Coordinated Career Education Curriculum Project, Life Skills

This document is a suggested course of study for a secondary coordinated career education program. It is designed to meet many of the life-skill needs of special needs learners. Thecourse of study is designed in three levels. These levels correspond to an individual's amount of knowledge attained, level of skill developed, or awareness and insight cultivated. Mastery of one level makes it possible to proceed to the next level of work in a given area. These do not correspond to a given grade or age. The learning may be repeated in as many variations as is necessary in order to assure that the level has been reached and that the student is ready to progress to the next level or the next section. Level 1 of the guide contains four sections, encompassing eighteen units. Material covered includes introduction to the coordinated career education program, personal care and responsibilities, career exploration and planning, and pre-employment readiness. Level 2's seven sections (20 units) cover the following material: personal management, pre-employment skills, effective communications, employment safety, job readiness, personal finance, and Individualized Educational Programs in specific skills. The five sections of level 3 (15 units) cover adult living, labor relations, consumer education, citizenship responsibilities, and management of leisure time. Each unit contains learning objectives and resources. (KC).

ED 204 511 CE 029 385

Cluck, Janice Bona Melliges, Pam
Marketing and Distributive Education Curriculum Guide. Marketing Services: Business and Personal Services.
Southern Illinois Univ. Carbondale. Dept. of Vocational Education Studies
Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date — 81
Contract — R-33-10-X-0424-310; R-33-21-D-0542-310
Note — 324p.; For related documents see ED 156 857-861, ED 174 822-823, ED 186 726-727, ED 189 382, and CE 029 384-386
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC13 Plus Postage
Descriptors — *Behavioral Objectives, *Business, *Competency Based Education, *Learning Modules, *Marketing, *Service Occupations, Administration, Adult Education, Advertising, Communication Thought Transfer, Competence, Course Content, Curriculum, Curriculum Guides, Display Systems, Distributive Education, Human Relations, Individualized Instruction, Learning Activities, Mathematics, Merchandising, Postsecondary Education, Sales Occupations, Secondary Education
Identifiers — Distributive Education Clubs of America, Illinois State Board of Education

This curriculum guide has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of business marketing, as well as to provide the marketing and distributive education teacher/coordinator with maximum flexibility. The essential common and specialized competencies have been identified and listed in 11 instructional areas based upon structured interviews with personnel in various types of business and personal service firms and associations in the state of Illinois. Competencies were organized into instructional clusters and an objective written for each cluster to facilitate the organization of instruction for the teacher/coordinator. A number of learning activities are suggested for each competency to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Instructional materials are listed in the reference column of each competency and in the bibliography of instructional materials. The competencies cover the following instructional areas: advertising, communications, display, human relations, marketing/economics; management; mathematics; merchandising; operations; product/service technology; and selling. (These instructional areas are the same ones that are used by the Distributive Education Clubs of America for their competency-based competitive events program and for other curriculum projects.) (Author/KC).

ED 204 512 CE 029 386

Cluck, Janice Bona Melliges, Pam
Marketing and Distributive Education Curriculum Guide. Marketing Services: Real Estate.
Southern Illinois Univ. Carbondale. Dept. of Vocational Education Studies
Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date — 81
Contract — R-33-10-X-0424-310; R-33-21-D-0542-310
Note — 154p.; For related documents see ED 156 857-861, ED 174 822-823, ED 186 726-727, ED 189 382, and CE 029 384-385
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Behavioral Objectives, *Competency Based Education, *Learning Modules, *Marketing, Administration, Adult Education, Advertising, Communication Thought Transfer, Competence, Course Content, Curriculum, Curriculum Guides, Display Systems, Distributive Education, Human Relations, Individualized Instruction, Learning Activities, Mathematics, Merchandising, Postsecondary Education, Real Estate, Sales Occupations, Secondary Education
Identifiers — Distributive Education Clubs of America, Illinois State Board of Education

This curriculum guide has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of real estate marketing, as well as to provide the marketing and distributive education teacher/coordinator with maximum flexibility. The essential common and specialized competencies have been identified and listed in 11 instructional areas based upon structured interviews with realtors, association members, trainers, and educators in the state of Illinois. Competencies were organized into instructional clusters and an objective written for each cluster to facilitate the organization of instruction for the teacher/coordinator. A number of learning activities are suggested for each competency to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Instructional materials are listed in the reference column of each competency and in the bibliography of instructional materials. The competencies cover the following 11 instructional areas: advertising, communications, display, human relations, marketing/economics, management, mathematics, merchandising, operations, product/service technology, and selling. (These instructional areas are the same ones that are used by the Distributive Education Clubs of America for their competency-based competitive events program and for other curriculum projects.) (Author/KC).

ED 204 517 CE 029 398

Home Economics Special Needs Activity Guide.
South Carolina State Dept. of Education, Columbia. Home Economics Education Section
Pub Date — 81
Note — 202p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Disabilities, *Home Economics, *Home Economics Skills, *Individualized Education Programs, *Learning Activities, *Mainstreaming, Curriculum Development, Hearing Impairments, Job Skills, Learning Disabilities, Mental Retardation, Normaliza-

tion Handicapped, Physical Disabilities, Resources, Special Education, Speech Handicaps, Visual Impairments
Identifiers — South Carolina

The purpose of this activity guide is to aid the home economics teacher to teach more successfully life and employment skills to special needs students. It offers suggestions for the home economics teacher with handicapped students to use to adapt teaching materials and/or facilities sufficiently to meet the goals of these special students. The guide is divided into four parts. The first part generalizes considerations for special needs students, delineates the objectives of the South Carolina Department of Education, and suggests strategies for development of Individualized Educational Plans. The second section describes the characteristics of various handicapping conditions (visual impairments; hearing impairments; speech impairments; learning disabilities; physical handicaps; educable, trainable, and profound mental handicaps; and emotional handicaps) and teaching/learning strategies to be used with students with these conditions. In the third section, activities are suggested for teaching special need students skills in the following areas: child development, consumer education, clothing, grooming, nutrition and food use, self-concept, and careers. The fourth section lists resource persons, agencies, companies, and resource books. (KC).

ED 204 518 CE 029 400

Retail Flower Shop Salesperson and Floral Designer. Student's Manual.
Kentucky State Dept. of Education, Frankfort. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date — 81
Note — 151p.; For a related document see CE 029 401
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Floriculture, *Instructional Materials, *Learning Modules, *Sales Workers, *Vocational Education, Behavioral Objectives, Course Content, High Schools, Job Skills, Learning Activities, Salesmanship, Sales Occupations, Test Items
Identifiers — Floral Designers

This document consists of the student manual for a course in retail flower shop sales and floral design for use in vocational education courses in high schools in South Carolina. The guide consists of 22 learning modules that incorporate the subject matter needed by workers in these jobs. Each learning module consists of an introduction, directions, objective, learning activities, instruction sheets, student self-check, check-out activities todemonstrate proficiency in the tasks to be learned, and a teacher's final checklist. The lessons are illustrated with line drawings, and audiovisual presentations are available for teacher use with some modules. Topics covered by the learning modules include the following: maintaining designer's tools; sharpening knives; conditioning cut flowers; fertilizing and watering plants; wiring flowers; tying bows for corsages and potted plants; boxing cut flowers; explaining the care of cut flowers to customers; designing corsages; writing enclosure cards; boxing corsages; designing terrariums; explaining terrarium construction and care; explaining how to plant planters; dressing potted plants; explaining care of potted plants to customers; telephoning orders to wholesalers; unpacking boxes and receiving incoming merchandise; wrapping floral merchandise; routing deliveries; writing customers' monthly statements; and designing bud vases. (KC).

ED 204 519 CE 029 401

Retail Flower Shop Salesperson and Floral Designer. Instructor's Manual.
Kentucky State Dept. of Education, Frankfort. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date — 81
Note — 68p.; For a related document see CE 029 400
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Floriculture, *Learning Modules, *Sales Workers, *Vocational Education, Behavioral Objectives, Course Content, High Schools, Instructional Materials, Job Skills, Learning Activities, Salesmanship, Sales Occupations, Test Items
Identifiers — Floral Designers

This document is the instructor's manual for a course in retail flower shop sales and floral design for use in vocational education courses in schools in South Carolina. The manual consists primarily of instructor's guides to the 22 learning modules contained in the student manual, which provide the subject matter needed by workers in these jobs. Each instructor's guide contains a list of the instruction sheets and student self-checks included in the module, along with space to record the numbers of learning activities used; and lists of supplemental materials, textbooks, and references required, manuals and specification sheets, slide-tape and audiovisual materials required, special tools, equipment, and supplies required, attitudes and values to be developed, and notes to the teacher to assist in working with the module. The instructor's manual also contains a list of tools and supplies needed for the course, instructional references used, a list of the learning activity package titles, and an achievement record to be reproduced for each student. (KC).

ED 204 524 CE 029 412

Karchmer, Clifford L.
Model Curriculum And Trainer's Guide for Programs to Combat White-Collar Crime.
Battelle Memorial Inst. Seattle, Wash. Law and Justice Study Center
Spons Agency — National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Pub Date — 80
Contract — 77-TA-99-0008; 78-TA-AX-0050
Note — 43p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Crime, *Investigations, *Law Enforcement, *Police Action, *Police Education, Behavioral Objectives, Curriculum, Curriculum Guides, Police, Postsecondary Education, Teaching Guides
Identifiers — Fraud, White Collar Crime

This model curriculum is addressed to the training needs of personnel working in general white-collar crime assignments located in state and local police or prosecutors' offices. It is designed intentionally to orient personnel to the requirements of building a case as it moves along the enforcement process. Materials on trainer use and modification of the model curriculum appear first. They cover adaptation to meet specific needs, recruiting and orienting instructors, selecting participants, and obtaining instructional materials. The comprehensive curriculum is organized into 14 enforcement issues, including orientation (introduction, relationship of white-collar crime to other crime problems), investigative planning, detection (conducting searches for violations, intelligence collection and analysis, handling of complaints), detection and investigation (locating sources of documentary information, employing financial investigation tools), investigation (interviewing victims and witnesses, interviewing suspects, computer-related fraud, using the computer as an investigative aid), and post-investigation (presentation of completed investigation to prosecutor, use of civil and administrative remedies). For each issue this information is provided: instructional goal, rationale, training objectives, and resource materials. (YLB).

ED 204 534 CE 029 430

Knapp, Henry H. III
Solar Energy: Heat Transfer.
Linn-Benton Community Coll. Albany, Oreg
Spons Agency — Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date — 78
Note — 65p.; For related documents see CE 029 431-435
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Energy Conservation, *Heating, *Programed Instruction, *Solar Radiation, *Technical Education, Behavioral Objectives, Computation, Energy, Heat, Individualized Instruction, Learning Modules, Postsecondary Education, Tests, Two Year Colleges, Vocational Education
Identifiers — Heat Pumps, Heat Transfer, Oregon

This module on heat transfer is one of six in a series intended for use as supplements to currently available materials on solar energy and energy conservation. Together with the recommended texts and references (sources are identified), these modules provide an effective introduction to energy conservation and solar energy technologies. The

Module is divided into these sections: (l) set of objectives; (2) programed instructional material, consisting of short readings describing ideas and techniques one step at a time, and a question or problem on each reading; (3) review questions and answers at intervals; and (4) posttest. Objectives for this module are for the student to be able to describe heat transfer and compute heat transfer rates. (YLB).

ED 204 535 CE 029 431

Knapp, Henry H. III
Solar Energy: Solar and the Weather.
Linn-Benton Community Coll. Albany, Oreg
Spons Agency — Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date — 78
Note — 49p.; For related documents see CE 029 430-435
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Energy Conservation, *Programed Instruction, *Solar Radiation, *Technical Education, *Weather, Behavioral Objectives, Energy, Individualized Instruction, Learning Modules, Postsecondary Education, Tests, Two Year Colleges, Vocational Education
Identifiers — Oregon, Solar Collectors

This module on solar and the weather is one of six in a series intended for use as supplements to currently available materials on solar energy and energy conservation. Together with the recommended texts and references (sources are identified), these modules provide an effective introduction to energy conservation and solar energy technologies. The module is divided into these sections: (1) set of objectives; (2) programed instructional materials, consisting of short readings describing ideas and techniques one step at a time, and a question or problem on each reading; (3) review questions and answers at intervals; and (4) posttest. Objectives for this module are for the student to be able to list and explain factors affecting the amount of solar radiation striking a solar collector, estimate solar intensities on solar collectors, and estimate the typical number of cloudy days per clear day. (YLB).

ED 204 536 CE 029 432

Knapp, Henry H. III
Solar Energy: Solar System Economics.
Linn-Benton Community Coll. Albany, Oreg
Spons Agency — Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date — 78
Note — 35p.; For related documents see CE 029 430-435
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Energy Conservation, *Heating, *Life Cycle Costing, *Programed Instruction, *Solar Radiation, *Technical Education, Behavioral Objectives, Comparative Analysis, Costs, Energy, Individualized Instruction, Learning Modules, Postsecondary Education, Tests, Two Year Colleges, Vocational Education
Identifiers — Oregon

This module on solar system economics is one of six in a series intended for use as supplements to currently available materials on solar energy and energy conservation. Together with the recommended texts and references (sources are identified), these modules provide an effective introduction to energy conservation and solar energy technologies. The module is divided into these sections: (1) set of objectives; (2) programed instructional material, consisting of short readings describing ideas and techniques one step at a time, and a question or problem on each reading; (3) review questions and answers at intervals; and (4) posttest. Objectives for this module are for the student to be able to discuss major ideas involved in life cycle costing of combination solar and conventional heating systems and compare life cycle costs of conventional and combination solar/conventional heating systems. (YLB).

ED 204 537 CE 029 433

Knapp, Henry H. III
Solar Energy: Solar System Design Fundamentals.
Linn-Benton Community Coll. Albany, Oreg
Spons Agency — Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date — 78
Note — 60p.; For related documents see CE 029 430-435
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Design, *Energy Conservation, *Heating, *Programed Instruction, *Solar Radiation, *Technical Education, Behavioral Objectives, Energy, Individualized Instruction, Learning Modules, Postsecondary Education, Specifications, Tests, Two Year Colleges, Vocational Education
Identifiers — Oregon

This module on solar system design fundamentals is one of six in a series intended for use as supplements to currently available materials on solar energy and energy conservation. Together with the recommended texts and references (sources are identified), these modules provide an effective introduction to energy conservation and solar energy technologies. The module is divided into these sections: (1) set of objectives; (2) programed instructional material, consisting of short readings describing ideas and techniques one step at a time, and a question or problem on each reading; (3) review questions and answers at intervals; and (4) posttest. Objectives for this module are for the student to be able to describe examples of basic types of solar heating systems, outline three major steps in design of a solar heating system, and perform each of those three major steps. (YLB).

ED 204 538 CE 029 434

Knapp, Henry H. III
Solar Energy: Heat Storage.
Linn-Benton Community Coll. Albany, Oreg
Spons Agency — Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date — 78
Note — 49p.; For related documents see CE 029 430-435
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Energy Conservation, *Heat, *Programed Instruction, *Solar Radiation, *Technical Education, Behavioral Objectives, Design Requirements, Energy, Individualized Instruction, Learning Modules, Postsecondary Education, Temperature, Tests, Two Year Colleges, Vocational Education
Identifiers — Heat Storage, Oregon

This module on heat storage is one of six in a series intended for use as supplements to currently available materials on solar energy and energy conservation. Together with the recommended texts and references (sources are identified), these modules provide an effective introduction to energy conservation and solar energy technologies. The module is divided into these sections: (1) set of objectives; (2) programed instructional material, consisting of short readings describing ideas and techniques one step at a time, and a question or problem on each reading; (3) review questions and answers at intervals; and (4) posttest. Objectives for this module are for the student to be able to list and describe basic methods of heat storage and compute the amount of heat stored in a substance and the volume required to store the heat. (YLB).

ED 204 539 CE 029 435

Knapp, Henry H. III
Solar Energy: Home Heating.
Linn-Benton Community Coll. Albany, Oreg
Spons Agency — Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date — 78
Note — 45p.; For related documents see CE 029 430-434
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Energy Conservation, *Heating, *Heat Recovery, *Programed Instruction, *Solar Radiation, *Technical Education, Behavioral Objectives, Design, Energy, Individualized Instruction, Learning Modules, Postsecondary Education, Tests, Two Year Colleges, Vocational Education

Identifiers — Heat Loss, Oregon

This module on home heating is one of six in a series intended for use as supplements to currently available materials on solar energy and energy conservation. Together with the recommended texts and references (sources are identified), these modules provide an effective introduction to energy conservation and solar energy technologies. The module is divided into these sections: (1) set of objectives; (2) programed instructional material, consisting of short readings describing ideas and techniques one step at a time, and a question or problem on each reading; (3) review questions and answers at interva[ls]; and (4) posttest. Objectives for this module are for the student to be able to explain how heat is lost from buildings, describe methods for reducing rate of heat loss, and do basic computations involving building heat loss and heating system design. (YLB).

ED 204 544 CE 029 455

Advanced Print Reading. Heating, Ventilation and Air Conditioning.
Oregon State Dept. of Education, Salem
Pub Dat e — 79
Note — 101p.; Some of the example plans will not reproduce well due to small print. For related documents see CE 029 456-457
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Air Conditioning, *Blueprints, *Drafting, *Heating, *Learning Modules, *Ventilation, Architectural Drafting, Behavioral Objectives, Electricity, Individualized Instruction, Instructional Materials, Postsecondary Education, Self Evaluation Individuals, Study Guides, Workbooks
Identifiers — Oregon

This is a workbook for students learning advanced blueprint reading for heating, ventilation, and air conditioning applications. The workbook contains eight units covering the following material: architectural working drawings; architectural symbols and dimensions; basic architectural electrical symbols; wiring symbols; basic piping symbols; ducting symbols; heating and refrigeration symbols; and isometrics, sections, and detail drawings. An overall final test is included. Each unit contains an objective and performance indicators, introduction, information sheets, self-assessment quiz with answers provided, and a study guide including references for further information. The materials are illustrated with line drawings. (KC).

ED 204 545 CE 029 456

Drafting. Advanced Print Reading — Electrical.
Oregon State Dept. of Education, Salem
Pub Date — 79
Note — 93p.; For related documents see CE 029 455-457
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Architectural Drafting, *Blueprints, *Drafting, *Electrical Systems, *Learning Modules, *Workbooks, Behavioral Objectives, Electricity, Individualized Instruction, Instructional Materials, Postsecondary Education, Self Evaluation Individuals, Study Guides
Identifiers — Oregon

This document is a workbook for drafting students learning advanced print reading for electricity applications. The workbook contains seven units covering the following material: architectural working drawings; architectural symbols and dimensions; basic architectural electrical symbols; wiring symbols; riser diagrams; schematic diagrams; and special applications. Final quizzes for each unit are included at the end of the workbook. Each unit contains an objective, introduction, information sheets, self-assessment quiz with answers provided, and a study guide including references for further information. The materials are illustrated with line drawings. (KC).

ED 204 546 CE 029 457

Drafting. Advanced Print Reading — Electronics.
Oregon State Dept. of Education, Salem
Pub Date — 79
Note — 110p.; Some diagrams will not reproduce well due to small print. For related documents see CE 029 455-456
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC05 Plus Postage

ED 204 546 CE 029 457

Drafting. Advanced Print Reading — Electronics.
Oregon State Dept. of Education, Salem
Pub Date — 79
Note — 110p.; Some diagrams will not reproduce well due to small print. For related documents see CE 029 455—456
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Blueprints, *Drafting, *Electric Circuits, *Electronics, *Learning Modules, *Workbooks, Behavioral Objectives, Individualized Instruction, Instructional Materials, Postsecondary Education, Self Evaluation Individuals, Study Guides
Identifiers — Oregon

This document is a workbook for drafting students learning the basics of reading and interpreting electronic drawings and diagrams. The workbook contains eight units covering the following material: basic symbols; circuit symbols; electron tube symbols; winding symbols; semiconductor symbols; miscellaneous symbols; schematic diagrams; and connection diagrams. Final quizzes for each unit are included at the end of the workbook. Each unit contains an objective and performance indicators, introduction, information sheets, self-assessment quiz with answers provided, and a study guide including references for further information. The materials are illustrated with line drawings. (KC).

ED 204 548 CE 029 459

Hartshorn, Vern
Resource Guide for Radio/TV Repair.
Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date — 78
Note — 87p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Competence, *Competency Based Education, *Curriculum, *Individualized Instruction, *Job Skills, *Television Radio Repairers, Articulation Education, Audiovisual Aids, Behavioral Objectives, Course Content, High Schools, Instructional Materials, Textbooks, Two Year Colleges
Identifiers — Oregon

This guide is intended to aid teachers in the instruction of radio and television repair by creating competencies that have been identified by the Electronics Service Industry and structuring them into progressive learning blocks. These competencies aid students on the job and also facilitate transferability of students between programs in different colleges and from high school to community college. The guide is meant to be used in any order and in any amount the teacher wishes. The guide contains building blocks for learning, objectives for functional analysis, competencies, vocational skills record, television-radio curriculum, suggested textbooks, sample texts, and lists of audiovisual aids. A task inventory for television service and repair and radio repair is included to be used by the teacher to record completion of competency requirements for various tasks by the students. (KC).

ED 204 554 CE 029 476

Blair, Brittain A.
A Competency Based Curriculum Guide: Ethanol Spark Ignition Engine Conversion.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education. Southeastern Illinois Coll. Harrisburg. Div of Vocational and Technical Education
Pub Date — 81
Contract — R-20-21-0-0243-446
Note — 162p
Available from — Curriculum Publications Clearing House, Western Illinois University, Macomb, IL 61455
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Auto Mechanics, *Competency Based Education, *Engines, *Motor Vehicles, Adult Education, Behavioral Objectives, Competence, Course Content, Curriculum, Learning Activities, Learning Modules, Postsecondary Education, Resources, Technical Education, Vocational Education
Identifiers — Alcohol Fuels, Engine Modification, Ignition Systems

This guide is a competency-based vocational curriculum designed to provide educators with viable ethanol (100 percent alcohol) engine conversion procedures stated in simple terms and set in a flexible educational environment. The curriculum is designed so that educators can form various combinations of instructional activities and resource materials without jeopardizing the intent of the guide. The curriculum guide's 17 units are designed according to competency-based standards. Each learning unit (task) contains a terminal performance objective, micro-performance objectives, learning steps, resources, learning activities, and information sheets. A bibliography is included. (KC).

ED 204 559 CE 029 482

Training Vocational Education Students in Environmental Health. Vocational Education Training in Environmental Health Sciences.
Consumer Dynamics Inc. Rockville, Md
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 81
Contract — 300-80-0088
Note — 25p.; For related documents see CE 029 483-507
Available from — National Technical Information Service, U.S. Dept. of Commerce, 5285 Port Royal Rd. Springfield, VA 22161
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Reports — Descriptive (141)
EDRS Price — MF01/PC01 Plus Postage
Descriptors — *Environmental Education, *Environmental Technicians, *Paraprofessional Personnel, *Program Design, *Programed Instructional Materials, *Teaching Guides, Competency Based Education, Job Skills, Job Training, Learning Activities, Learning Modules, Program Content, Program Descriptions, Public Health, Tests, Vocational Education
Identifiers — Environmental Health

This module is an introduction to a series of 25 modules on paraprofessional careers in environmental health occupations. It provides a definition of environmental health and discusses (1) how the modules were developed, (2) module format (competency-based), (3) objectives, (4) criteria to judge student skills, (5) how to use the modules, (6) instructor guidelines, (7) learning activities, (8) where and how to practice, (9) equipment needed, (10) skill-expanding exercises, (11) performance tests, and (12) references. (CT).

ED 204 616 CE 029 572

Smith, Marian And Others
Survival Skills for the Real World.
Oklahoma State Dept. of Education, Oklahoma City
Pub Date — 81
Note — 182p
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC08 Plus Postage
Descriptors — *Consumer Education, *Daily Living Skills, *Employment Potential, *Home Management, *Job Search Methods, *Job Skills, Behavioral Objectives, Career Choice, Career Education, Check Lists, Consumer Economics, Employment Interviews, Instructional Materials, Job Application, Learning Activities, Money Management, Secondary Education, Taxes, Word Lists
Identifiers — Car Ownership, Survival Skills

Designed to serve as a tool in presenting activities to help students develop survival skills, this teaching guide contains teaching suggestions and activity sheets in 10 areas of personal and family management. These areas are locating available jobs, job application, job interviews, choosing a job, skills employers look for, investigating job requirements, money management, responsibilities of car ownership, starting out on one's own, and responsibilities as a tax payer. The activity sheets are designed to be duplicated for student use. Located on the back of the activity sheets are teacher directions, additional resources, and other suggested activities. Crossword puzzles, sample forms, worksheets, map exercises, arithmetic exercises, and multiple choice exercises are among the types of activities included. Also provided are sections of additional information for students (lists of necessary words and free service available) and additional information for teachers (books and audio-visual materials available for purchase). (MN).

ED 204 617 CE 029 573

Business Education in Oklahoma. A Guide for Teachers to Motivate Students Toward Improved Business Education.
Oklahoma State Dept. of Education, Oklahoma City
Pub Date — 81
Note — 327p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC14 Plus Postage
Descriptors — *Business Education, *Business Skills, *Job Skills, *Motivation Techniques, *Office Occupations Education, *Program Implementation, Accounting, Behavioral Objectives, Business Communication, Business English, Computers, Consumer Economics, Economics, Guidelines, Instructional Materials, Learning Activities, Mathematics, Office Machines, Programing, Secondary Education, Secretaries, Shorthand, Student Motivation, Typewriting
Identifiers — Business Law, Oklahoma

Designed to assist educators in providing more realistic and relevant business education courses to enable students to function more effectively in the producer-consumer world, this teaching guide contains suggestions for implementing business education courses in 15 areas. Each course section consists of a goal statement; outline of content; objectives; learning activities; evaluation procedures; lists of supplementary materials; and recommendations concerning course levels, prerequisites, and class structure. Materials are provided for use in the following courses: Accounting I and II, Business English/Communications, Business Law, Business Machines, Business Mathematics, Computer Programing, Computers and Society, Economics, General Business, Secretarial and Office Procedures, Shorthand I and II, and Typewriting I and II. Also included is a final checklist on professionalism for the business educator. (MN).

ED 204 621 CE 029 583

Enrichment Materials in Home Economics for Gifted and Talented Students.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education. University of Central Arkansas, Conway
Pub Date — 81
Note — 46p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Academically Gifted, *Enrichment Activities, *Home Economics Education, *Home Economics Skills, *Special Education, *Talent, Behavioral Objectives, Consumer Education, Curriculum Enrichment, Family Health, Family Life, Foods Instruction, Gifted, Grading, Home Economics, Home Furnishings, Home Management, Housing, Human Body, Individual Development, Instructional Materials, Learning Activities, Material Development, Nutrition, Performance Contracts, Secondary Education, Special Education Teachers, Student Evaluation, Teacher Role

Designed to provide the home economics teacher with a resource of enrichment materials for gifted/talented students, this manual consists of information to assist home economics teachers and students in designing enrichment materials to supplement classroom learning and suggested learning activities in five home economics areas. Part I of the manual discusses identification and characteristics of gifted and talented students in home economics, the role of the teacher in teaching the gifted/talented student, the contract method of grading, and an individual enrichment contract in home economics. Suggested learning activities are provided for the following home economics areas: food, nutrition, and family health; clothing and textiles; consumer education; housing, home furnishing, and home management; and human growth and development and family living. (A bibliography is appended.) (MN).

ED 204 626 CE 029 599

Industrial Arts Curriculum Guide for Plastics.
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Spons Agency — Department of Education, Washington, D.C.
Pub Date — 81
Note — 54p.; For related documents see CE 029 600-602 andED 194 816
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Industrial Arts, *Plastics, *Trade and Industrial Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Equipment Maintenance, Equipment Utilization, Industrial Education, Lesson Plans, Machine Tools, Postsecondary Education, Safety, Secondary Education, Skilled Occupations

This curriculum guide provides topic outlines and objectives for 12 units of an industrial arts program in plastics at any grade level. Introductory material describes the scope and sequence of an Industrial

Arts program, gives specific guidelines for Industrial Arts, and briefly discusses the nature of plastics. Unit titles include Orientation of Plastics Technology, Molding Processes, Thermoforming, Casting and Encapsulating, Foaming Processes, Bonding Processes, Laminating Processes, Coating Processes, Machining, Decorating, Moldmaking, and Ecology. Appendixes provide three sample lesson plans, a sample laboratory/shop learning activity, glossary of terms, listing of ideal equipment, sources of plastic information, sources for equipment and supplies, list of classroom textbooks, and reference list. (YLB).

ED 204 627 CE 029 600

Industrial Arts Curriculum Guide for Power Technology.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Spons Agency — Department of Education, Washington, D.C.

Pub Date — 81

Note — 58p.; For related documents see CE 029 599-602 andED 194 816

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Auto Mechanics, *Engines, *Industrial Arts, *Power Technology, *Trade and Industrial Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Electricity, Energy, Secondary Education, Skilled Occupations

This curriculum guide provides topic outlines and objectives for units in a three-level/-course Power Technology program. Introductory materials are objectives for industrial education and for power technology and list of general safety rules. Units contained in Level I, Power Technology, are History of Power, Basic Machines, Forms of Power, Power Resources, Basics of Electricity, Measuring Energy, The Energy of Motion, Hydraulics, Pneumatics, Types of Engines, and Small Gasoline Engines. Level II, Introduction to the Automobile, has these units: Introduction to the Course, Engine Operation, Cooling System, Brakes, Electrical System, Lubrication, Fuel System, Ignition System, Introduction to Shop Activities, Manual Transmission, and Clutches. Units in Level III, Advanced Automotive Mechanics, are Introduction to the Course, Cooling System, Ignition, Emissions, Fuels, Engines, Suspension, Steering, Alignment, Charging Systems, Starting Systems, Differentials, and Air Conditioning. (YLB).

ED 204 628 CE 029 601

Industrial Arts Curriculum Guide for Electricity/Electronics.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Spons Agency — Department of Education, Washington, D.C.

Pub Date — 81

Note — 93p.; For related documents see CE 029 599-602 andED 194 816

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Electric Circuits, *Electricity, *Electronics, *Industrial Arts, *Trade and Industrial Education, Behavioral Objectives, Computers, Course Descriptions, Curriculum Guides, Electrical Occupations, Electrical Systems, Electric Motors, Electronic Equipment, Postsecondary Education, Secondary Education

This curriculum provides a behaviorally written guide that offers a possible list of objectives to assist in establishing or revising an electrical/electronics curriculum. Teachers may choose specific objectives to suit age group and educational level or expertise. Introductory material describes the scope and sequence of an Industrial Arts Program, gives specific guidelines for Industrial Arts, and lists general goals of Industrial Arts. The guide is divided into 26 basic subject areas. Unit topics are provided under each subject area; a general objective and specific objectives are provided for each unit. Areas include theory of matter; direct current circnd phase relationships; power supplies; amplifiers; electronic instruments; electical and electronic assembly methods; electrical, electronic, and electrical wiring symbols; integrated circuits; radio receiver; transmitter circuits; and computer theory. (YLB).

ED 204 629 CE 029 602

Industrial Arts Curriculum Guide for Safety.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Spons Agency — Department of Education, Washington, D.C.

Pub Date — 81

Note — 268p.; For related documents see CE 029 599-601 and ED 194 816

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC11 Plus Postage

Descriptors — *Accident Prevention, *Industrial Arts, *Laboratory Safety, *Safety Education, *School Shops, Curriculum Guides, Disabilities, Equipment Utilization, First Aid, Hand Tools, Industrial Arts Teachers, Machine Tools, Postsecondary Education, Program Administration, School Accidents, Secondary Education, Teacher Education, Trade and Industrial Education

This guide is intended to draw attention to the necessity for safety education in every aspect of industrial arts and to provide resources for upgrading and improving safety instruction in the classroom. It also can be used for inservice training of industrial art teachers and for undergraduate teacher education in Connecticut. Introductory materials include a suggested safety education policy statement and discussion of specific guidelines for Industrial Arts. Other materials contained in the guide fall into these 10 categories: Safety Responsibilities, Safety Program Administration, Personal Safety Practices, Safety Practices in Industrial Arts, First Aid, General Building/Shop Electical Wiring, Occupational Safety and Health Act (OSHA) Machine Guarding Requirements, Specific Safety Considerations for Lab Areas (Preventive Maintenance), and Handicapped/Safety. Appended resources for safety instruction, amounting to approximately one-half of the guide, include (1) general information sources regarding OSHA, (2) sample forms for reporting accidents/hazards, (3) sample safety inspection check list, (4) Connecticut Eye Safety Manual, (5) Color Coding for Marking Phisical Hazards, and (6) Equipment Instruction Sheets and Evaluation (basic information followup quizzes). (YLB).

ED 204 633 CE 029 608

Military Curricula for Vocational & Technical Education. Painting I, II. 3-6.

Army Engineer School, Fort Belvoir, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date — 78

Note — 241p.; Photographs and some diagrams will not reproduce well

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC10 Plus Postage

Descriptors — *Building Trades, *Equipment Utilization, *Individualized Instruction, *Painting Industrial Arts, *Trade and Industrial Education, Autoinstructional Aids, Behavioral Objectives, Learning Activities, Postsecondary Education, Safety, Secondary Education, Skilled Occupations, Tests, Textbooks, Workbooks

Identifiers — Military Curriculum Project

These two student workbooks with texts for a secondary-postsecondary level course in painting comprise one of a number of military-developed curriculum packages selected foradaptation to vocational instruction and curriculum development in a civilian setting. The two-part self-study course is designedto provide the student with basic information on safety, equipment, and procedures in painting. Painting I contains four lessons dealing with materials and equipment: Safety, Protective Coating Materials, Protective Coating Equipment, and Ladders, Scaffold, and Metal Corrosion. Painting II contains four lessons dealing with application procedures: Painting Wood Surfaces, Painting Masonry Surfaces, Painting Metal Surfaces, and Inspection of Surfaces. Each lesson is organized in this format: text assignment, objective, review exercises, and answers keyed to the coded text for self-evaluation. The text follows the lessons in each part. Thirty-question final examinations are provided for each unit, but no answers are available. (YLB).

ED 205 678 CE 029 305

Moped Education for Iowans.

Iowa State Dept. of Public Instruction, Des Moines

Spons Agency — Governor's Highway Safety Office, Des Moines, Iowa.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date — 81
Note — 49p
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Driver Education, *Motor Vehicles, *Traffic Safety, Adult Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Safety Education, Secondary Education
Identifiers — Iowa, Mopeds

Intended for present and future operators of mopeds, this curriculum guide is designed to aid in the instruction of safe moped operation and control. Its objective is for these operators to increase their understanding of the various knowledge, skills, and performance factors that affect their safety as well as the safety of other street and highway users. Introductory materials include an overview of course contents, legal considerations (specific to Iowa), need for a moped education course, and information on various aspects of program development and operation, such as financing, insurance, facilities, equipment, program guidelines, teacher qualifications, scheduling guidelines, program evaluation, and instructional objectives. The course is composed of these five units: (1) Operator and Moped Preparation, (2) Basic Control Skills, (3) Safe Riding Practices, (4) Complex Situations, and (5) Moped Care. Each unit has a stated purpose and contains a number of functions (instructional components), each of which has performance, knowledge, skill, and/or attitude objectives. Appendixes include listings of audiovisual and printed materials, list of moped concepts by unit and function, and brief description of some moped skill exercises. (YLB).

ED 205 685 CE 029 552

Agricultural Science and Mechanics I and II. An Instructional Guide for Agricultural Education. Revised.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program. Virginia State Dept. of Education, Richmond. Agricultural Education Service. Virginia State Univ. Petersburg. Dept. of Agricultural Education
Pub Date — 81
Note — 85p
Available from — Agricultural Education Service, Virginia Dept. of Education, P.O. Box 6Q, Richmond, VA 23216 (write for price)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Agricultural Education, *Agricultural Engineering, *Agricultural Production, *Agricultural Skills, *Introductory Courses, *Mechanical Skills, Agricultural Machinery, Agricultural Machinery Occupations, Agricultural Occupations, Behavioral Objectives, Conservation Environment, Course Descriptions, Economics, Equipment, Facility Guidelines, Grade 8, Grade 9, Grade 10, Guidelines, Hand Tools, Instructional Materials, Job Skills, Leadership, Learning Activities, Machine Tools, Mechanical Equipment, Rural Areas, Secondary Education, Soil Science, Urban Areas, Urban Culture, Vocational Education, Work Experience Programs

This instructional guide contains guidelines and course outlines for a two- and three-year course in agricultural science and mechanics for students in grades 8, 9, and 10. Provided in the first 4 sections are course outlines for Agricultural Science and Mechanics I and II and references for use in each course. Each course outline contains an analysis Grade 8; Grade 9; Grade 10; Course Descriptions; Instructional Materials; mechanics, principles of soil science, principles of plant science, rural and urban living, leadership training, and resource conservation). Topics covered in the individual analyses include unit concepts, suggested student performance objectives, examples of student learning activities, competencies, career guidance, and exploring opportunities on on- and off-farm agricultural occupations. The remaining five sections of the guide present suggested instructional materials and references for the course outline, recommended facility plans, lists of recommended equipment and tools, criteria for quality vocational programs in agricultural education, and a list of agricultural education publications. (MN).

ED 205 688 CE 029 590

Marcellino, Sal
Incorporating Calculators into the Recordkeeping Curriculum. Recordkeeping I.
Mount Vernon Public Schools, N.Y.
Pub Date — 78
Contract — C-141569
Note — 38p.; For related documents see CE 029 591-593
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Calculators, *Learning Modules, *Office Occupations Education, *Recordkeeping, Audiovisual Aids, Behavioral Objectives, Business Skills, Competence, Competency Based Education, Course Content, Curriculum Guides, Flow Charts, Secondary Education, Teaching Methods

This document is a guide to aid teachers in incorporating the use of calculators in the high school Recordkeeping I Curriculum. The guide contains 10 learning modules. Each module consists of an introductory explanation, student performance objectives, content of the module, and teaching suggestions for using calculators in each application of course content. The 10 modules cover the following topics: basic skills of recordkeeping; recordkeeping for cashiers; recordkeeping for checking account procedures; petty cash payments; personal records; retail sales; recordkeeping of purchases; wholesale sales; processing payroll records; and records used in a small retail business. Methods of evaluation and a time frame for using the materials are included, along with a list of visual aids and a bibliography. A description of the minimum competencies students should achieve by the end of the course also is contained in the guide. (KC).

ED 205 689 CE 029 591

Marcellino, Sal
Incorporating Calculators into the Recordkeeping Curriculum. Recordkeeping II.
Mount Vernon Public Schools, N.Y.
Pub Date — 78
Contract — C-141569
Note — 34p.; For related documents see CE 029 590-593
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Calculators, *Learning Modules, *Office Occupations Education, *Recordkeeping, Audiovisual Aids, Behavioral Objectives, Business Skills, Competence, Competency Based Education, Course Content, Curriculum Guides, Flow Charts, Secondary Education, Teaching Methods

This document is a guide to aid teachers in incorporating the use of calculators in the high school Recordkeeping II curriculum. The guide contains nine learning modules. Each module consists of an introductory explanation, student performance objectives, content of the module, and teaching suggestions for using calculators in each application of course content. The nine modules cover the following topics: recordkeeping for sales and accounts receivable; recordkeeping for purchasers and accounts payable; automated data processing; recordkeeping for a service business — general ledger; recordkeeping for a trading business — general ledger, accounts receivable ledger, accounts payable ledger; sales taxes for a retail business; recordkeeping for employees' wages; and finding a job. Methods of evaluation and a time frame for using the materials are included, along with a list of visual aids and a bibliography. A description of the minimum competencies students should achieve by the end of the course also is contained in the guide. (KC).

ED 205 690 CE 029 592

Clayton, John
Incorporating Calculators into the Accounting Curriculum. Accounting I.
Mount Vernon Public Schools, N.Y.
Pub Date — 78
Contract — C-141569
Note — 26p.; Appendix B will not reproduce well due to small, light print. For related documents see CE 029 590-593
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Accounting, *Bookkeeping, *Calculators, *Learning Modules, *Office Occupations Education, Audiovisual Aids, Behavioral Objectives, Business Skills, Course Content, Curriculum Guides, Flow Charts, Secondary Education, Teaching Methods

This document is a guide to aid teachers in incorporating the use of calculators in the high school Accounting Curriculum. The guide contains four learning modules. Each module consists of an introductory explanation, student performance objectives, content of the module, and teaching suggestions for using calculators in each application of course content. The four modules cover the following topics: bookkeeping/accounting cycle for a service business; bookkeeping/accounting cycle for a merchandising business; multi-bookkeeper system; and simulation of a bookkeeping/accounting system for merchandising business. Methods of evaluation and a time frame for using this material are included. A chart of flowcharting symbols, flowcharting methods for solving problems on calculators, a list of audiovisual aids, and a bibliography are also contained in the guide. (KC).

ED 205 691 CE 029 593

Clayton, John
Incorporating Calculators into the Accounting Curriculum. Accounting II.
Mount Vernon Public Schools, N.Y.
Pub Date — 78
Contract — C-141569
Note — 77p.; Not available in paper copy due to light print. For related documents see CE 029 590-592
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Accounting, *Bookkeeping, *Calculators, *Learning Modules, *Office Occupations Education, Audiovisual Aids, Behavioral Objectives, Business Skills, Course Content, Curriculum Guides, Flow Charts, Secondary Education, Teaching Methods

This document is a guide to aid teachers in incorporating the use of calculators in the high school Accounting II curriculum. The guide contains 16 learning modules. Each module consists of an introductory explanation, student performance objectives, content of the module, and teaching suggestions for using calculators in each application of course content. The modules cover the following topics: review of basic accounting principles and procedures; departmental accounting; payroll accounting, bad debts, depreciation and accruals; partnership; voucher system, inventory control, and budgetary control; taxes; notes receivable, notes payable, drafts, and trade acceptances; corporations; the stock market; income tax; automated accounting; cost accounting; special sales; and management use of accounting data. The final module is a review for the New York State Regent's Exam, including a review of two years of accounting. A chart of flowcharting symbols, flowcharting methods for solving problems on calculators, a list of visual aids, and a bibliography are also contained in the guide. (KC).

ED 205 693 CE 029 603

Foster, Phillip R. Comp
Resource Guide to Competency-Based Vocational Education: Distributive Education.
Maryland Vocational Curriculum Research and Development Center, College Park
Spons Agency — Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education
Pub Date — 80
Note — 149p.; For related documents see CE 029 603, ED 133 459, and ED 176 076
Available from — The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type — Reference Materials — Bibliographies (131)
EDRS Price — MF01/PC06 Plus Postage
Descriptors — *Audiovisual Aids, *Competency Based Education, *Distributive Education, *Instructional Materials, *Marketing, *Occupational Information, Abstracts, Advertising, Annotated Bibliographies, Behavioral Objectives, Business Administration, Communication Thought Transfer, Educational Resources, Elementary Secondary Education, Fashion Industry, Human Relations, Instructional Innovation, Job Skills, Mathematics, Merchandising, Periodicals, Postsecondary Education, Professional Associations, Resource Materials, Salesmanship, Sales Workers, Supervisory Training, Tests, Unions

This resource guide for classroom teachers contains annotations of resources representing recent instructional development in competency-based education for distributive education. It is also intended to assist curriculum specialists, administrators, and supervisors in development of performance-based instructional programs. The guide is divided into three sections. The first provides occupational information for use as reference material in developing instructional materials, student career information, and guidance information. Section 2 contains descriptions of two categories of curriculum resources — print and nonprint materials. Printed instructional materials include curriculum guides, course outlines, learning activity packages, task analyses, occupational inventories, student manuals, performance objectives, and tests. Nonprint materials include 16mm films, filmstrips, filmloops, slides, and transparencies. Each of the two sections is divided into ten subject areas: Selling, Human Relations, Advertising, Mathematics, Communications, Display, Merchandising/Marketing/Distribution, Management, Fashion, and General. Each reference provides the following information: title, publisher or source with address, annotation, number of pages or length, and cost. A listing and description of periodicals related to health occupations is also provided. The guide's third section lists names and addresses of trade and professional organizations. (YLB).

ED 205 694 CE 029 604

Foster, Phillip R. Comp
Resource Guide to Competency-Based Vocational Education: Health Occupations.
Maryland Vocational Curriculum Research and Development Center, College Park
Spons Agency — Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education
Pub Date — 80
Note — 164p.; For related documents see CE 029 603, ED 133 459, and ED 167 076
Available from — The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type — Reference Materials — Bibliographies (131)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Allied Health Occupations Education, *Audiovisual Aids, *Competency Based Education, *Instructional Materials, *Nursing Education, *Occupational Information, Abstracts, Annotated Bibliographies, Behavioral Objectives, Dental Assistants, Dental Technicians, Educational Resources, Elementary Secondary Education, Instructional Innovation, Job Skills, Medical Assistants, Medical Laboratory Assistants, Medical Technologists, Nurses, Nurses Aides, Periodicals, Postsecondary Education, Practical Nursing, Professional Associations, Resource Materials, Tests, Unions, Vocational Education

This resource guide for classroom teachers contains annotations of resources representing recent instructional development in competency-based education for health occupations. It is also intended to assist curriculum specialists, administrators, and supervisors in development of performance-based instructional programs. The guide is divided into three sections. The first provides occupational information for use as reference material in developing instructional materials, student career information, and guidance information. Section 2 contains descriptions of two categories of curriculum resources — print and nonprint materials. Printed instructional materials include curriculum guides, course outlines, learning activity packages, task analyses, occupational inventories, student manuals, performance objectives, and tests. Nonprint materials include 16mm films, filmstrips, filmloops, slides, and transparencies. Each of the two categories is divided into seven subject areas: Registered Nurse/Licensed Practical Nurse, Nursing Assistant/Aide, Health Occupations — General, Dental Assisting, Dental Technology, Medical Assisting, and Medical Lab Technician. Each reference provides the following information: title, publisher or source with address, annotation, number of pages or length, and cost. A listing and description of periodicals related to health occupations is also provided. The guide's third section lists names and addresses of trade and professional organizations. (YLB).

ED 205 695 CE 029 610

Castro, Raymond And Others

Resource Guide for Career Counseling Spanish-Speaking & Chicano Students.

San Jose City Coll. Calif

Spons Agency — Department of Education, Washington, D.C.

Pub Date — 81

Contract — 43-69658-3-0-454

Note — 255p

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC11 Plus Postage

Descriptors — *Career Counseling, *Career Guidance, *Counseling Techniques, *English Second Language, *Hispanic Americans, *Spanish Speaking, Annotated Bibliographies, Community Colleges, Community Resources, Counselor Role, Dropout Prevention, Educational Legislation, Educational Resources, Education Work Relationship, Ethnic Stereotypes, Job Search Methods, Literature Reviews, Non English Speaking, Secondary Education, Self Concept, Student Evaluation, Student Recruitment, Two Year Colleges, Vocational Education, Work Experience Programs

Identifiers — Bilingual Materials, Limited English Speaking

This resource guide provides help for the counselor attempting to give career advice to Spanish-speaking and Chicano students in high schools and community colleges. The guide is presented in nine sections. The first section provides an overview and general information about Hispanics, along with a review of the literature and an annotated bibliography. Sections 2-4 concernstudent assessment, language program placement, and affective considerations (such as self-image and decision making) of the student. Section 5 concentrates on techniques for retaining students in school and counseling those who are leaving school. Section 6 describes the education-work relationship and suggests such strategies as cooperative work experience programs, vocational programs, and career guidance. In section 7, job search and interview techniques to be taught to students are presented. Section 8 is an annotated bibliography of Spanish language materials for students; while section 9 suggests additional program development resources, including vocational education law as it applies to minorities, student recruitment strategies, and evaluation of counseling programs. (KC).

ED 205 696 CE 029 635

Luft, Vernon D. Backlund, Paul

Introduction to Animal Science. Unit A-3.

North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ. Fargo. Dept. of Agricultural Education

Pub Date — 81

Note — 173p.; For related documents see CE 029 636-638 and ED 190 812-814

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC07 Plus Postage

Descriptors — *Agricultural Education, *Agricultural Skills, *Animal Husbandry, *Livestock, Behavioral Objectives, College Curriculum, Curriculum Guides, Higher Education, Horses, Instructional Materials, Introductory Courses, Learning Activities, Transparencies, Units of Study, Vocational Education

Identifiers — North Dakota

This document is a teacher's guide for a unit in the college animal science curriculum. It is intended to be used for 20 hours of instruction for freshmen as an introduction to animal science. It explores the livestock industry and builds a foundation for livestock selection. The unit's objectives are to help the student develop an understanding of the history, importance, and functions of the livestock industry, and the ability to identify animal parts, select livestock, and to identify breeds of livestock. The unit is divided into material for six jobs, as follows: (1) examining the history of the livestock industry; (2) recognizing the importance of the livestock industry; (3) understanding the functioning of the livestock industry; (4) identifying animal parts; (5) selecting livestock and giving reasons for the selection; and (6) identifying breeds of livestock. Each of the jobs includes objectives, guide questions, references, an approach to interest students, key facts about the content of the material, student learning activities, and transparency masters. A list of the names and addresses of breeding associations for beef, swine, sheep, dairy cattle, and horses is included as part of job six. (KC).

ED 205 697 CE 029 636

Luft, Vernon D. Backlund, Paul

Cold Metalworking and Soldering. Unit A-4.

North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ. Fargo. Dept. of Agricultural Education

Pub Date — 81

Note — 76p.; For related documents see CE 029 635-638 andED 190 812-814

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Hand Tools, *Metals, *Metal Working, *Technical Education, Behavioral Objectives, College Curriculum, Curriculum Guides, Higher Education, Instructional Materials, Introductory Courses, Learning Activities, Transparencies, Units of Study, Vocational Education

Identifiers — North Dakota, Soldering

This document is a teacher's guide for a unit in the college metalworking curriculum. It is intended to be used for four weeks of instruction for freshmen as an introductory course in metalworking. The unit is designed to give the student basic knowledge, fundamentals, and skills in metalworking. The unit's objectives are to develop in students the abilities to identify various types of metals and their uses, to interpret plans used in cold metalworking, to identify and use metalworking tools, and the ability to solder. The unit is divided into material for four jobs, as follows: (1) identifying types of metal; (2) interpreting plans; (3) identifying and using metalworking hand tools; and (4) soldering. Each of the jobs includes objectives, guide questions, references, an approach to interest students, key facts about the content of the material, student learning activities, worksheets, and transparency masters. (KC).

ED 205 698 CE 029 637

Luft, Vernon D Backlund, Paul

Tractor Safety. Unit A-9.

North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ. Fargo. Dept. of Agricultural Education

Pub Date — 80

Note — 216p.; For related documents see CE 029 635-638 and ED 029 635-638

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC09 Plus Postage

Descriptors — *Accident Prevention, *Agricultural Education, *Agricultural Safety, *Equipment Maintenance, *Tractors, Agricultural Engineering, Agricultural Machinery, Behavioral Objectives, College Curriculum, Curriculum Guides, Higher Education, Instructional Materials, Introductory Courses, Learning Activities, Safety, Transparencies, Units of Study, Vocational Education

This document is a teacher's guide for a unit in tractor and machinery safety for college freshmen. It is intended to be used for 10 hours of instruction for freshmen who are intending to work on or around machinery. Safety hazards directly and indirectly related to many types of machinery are covered in addition to tractors. The objectives of the unit are to help students to develop an understanding of farm accident prevention and the ability to identify types of tractors and machinery and the use of each, to operate a tractor safely, and to perform basic tractor and truck maintenance. The unit is divided into material for four jobs, as follows: (1) identifying types of tractors and machinery; (2) understanding farm accident prevention; (3) operating a tractor safely; and (4) maintaining tractors and trucks. Each of the jobs includes objectives, guide questions, references, an approach to interest students, key facts about the content of the material, and transparency masters. The material can be used to fulfill student requirements for the Tractor Operator's Training Certificate if certain provisions are met. (A student manual coordinated to the unit is available.) (KC).

ED 205 699 CE 029 638

Luft, Vernon D. Backlund, Paul

Introduction to Crop Production. Unit A-7.

North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ. Fargo. Dept. of Agricultural Education

Pub Date — 81

Note — 188p.; For related documents see CE 029 635-637 and ED 190

812-814
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC08 Plus Postage
Descriptors — *Agricultural Education, *Agricultural Production, *Agronomy, *Plant Identification, *Vocational Education, Behavioral Objectives, College Curriculum, Crop Processing Occupations, Curriculum Guides, Field Crops, Harvesting, Higher Education, Horticulture, Instructional Materials, Introductory Courses, Learning Activities, Plant Growth, Transparencies, Units of Study

This document is a teacher's guide for a unit in vocational agriculture for college freshmen. It is intended to be used for 20 hours of instruction as an introductory course on the crop industry. It provides a broad background of the industry, including production, marketing, processing, and transportation, with emphasis on identifying major crops and their uses. It also covers the first phases of the production cycle. (Subsequent units in plant science and crop production build upon this unit.) The objectives of the unit are to help students to develop an understanding of the functioning of the crop industry; an ability to identify primary plant parts, major North Dakota crops and their uses, and prohibited and restricted noxious weeds; in addition to the ability to determine seed quality and to prepare seed for planting. The unit is divided into material for six jobs, as follows: (1) examining the crop industry; (2) identifying plant parts; (3) identifying major North Dakota crops and their uses; (4) identifying weeds; (5) determining seed quality; and (6) preparing seed for planting. Each of the jobs includes objectives, guide questions, references, an approach to interest students, key facts about the content of the material, worksheets, and transparency masters. (KC).

ED 205 700 CE 029 642

Goetsch, David L.
Computer Aided Drafting Workshop. Workshop Booklet.
Okaloosa-Walton Junior Coll. Niceville, Fla
Pub Date — 81
Note — 34p.; Sample drawings will not reproduce well due to small print
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Opinions / Personal Viewpoints / Position Papers / Essays (120). Reports — Research / Technical (143)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Computer Graphics, *Computer Oriented Programs, *Computers, *Drafting, *Industrial Education, *Workshops, Inservice Teacher Education, Postsecondary Education, Program Implementation, Surveys, Two Year Colleges
Identifiers — Computer Assisted Drafting

This mini-course and article are presentations froma workshop on computer-aided drafting. The purpose of the mini-course is to assist drafting instructors in updating their occupational knowledge to include computer-aided drafting (CAD). Topics covered in the course include general computer information, the computer in drafting, CAD terminology, CAD hardware, CAD software, CAD benefits, CAD drawbacks and limitations, and approaches for implementing CAD instruction in the classroom. The article reports on a survey of drafting instructors in Florida to determine their specific questions about computer drafting. Questions identified by the instructors as being of concern to them and the answers that were provided for them by sources in business, industry, and education are presented. These 18 questions include: What is computer drafting? What types of drafting can be done with a computer? Who develops the programs? What specific computer-related skills will drafters need? What topics should be included in a computer drafting course? How can the drafting instructor best update skills to prepare to teach CAD? and How can funding be acquired to cover the cost of purchasing a computer drafting system? Four sample drawings are provided. (YLB).

ED 205 704 CE 029 654

Tenney, Richard W. Ed. And Others
Innovative Teaching Ideas. A Sharing of Teaching Tips, Ideas and Methods.
Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education. State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ
Spons Agency — New York State Education Dept. Albany. Bureau of Agricultural Education
Report No. — CIOE-81-03
Pub Date — 81
Contract — VEA-53-81-1398
Note — 275p
Available from — Cornell Instructional Materials Service, Room 7, Stone Hall, Cornell University, Ithaca, NY ($9.50, plus shipping, for manual with binder and index tabs; $7.50, for contents only)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC11 Plus Postage
Descriptors — *Agricultural Education, *Agricultural Production, *Agricultural Skills, *Farm Management, *Teaching Methods, *Vocational Education, Agricultural Machinery, Agronomy, Behavioral Objectives, Botany, Career Education, Course Descriptions, Demonstrations Educational, Educational Games, Educational Resources, Energy Conservation, Field Trips, Instructional Materials, Learning Activities, Livestock, Marketing, Material Development, Puzzles, Records Forms, Reference Materials, Role Playing, Secondary Education, Simulation, Study Guides, Teacher Developed Materials

Compiled from materials collected from 150 teachers of agriculture across New York State who participated in a series of 11 regional agriculture inservice workshops, this resource guide contains innovative techniques for classroom operation as well as suggestions for using available resources. The ideas have been organized into the following eight sections: check lists and forms, content outlines and organization, demonstrations and field trips, diagrams and plans, games and puzzles, references and resources, review and study guides, and role play and simulation. Topics covered in individual learning activities include planting crops, pricing, energy conservation, livestock production and management, shop equipment safety, work incentives, shop management, work experience programs, developing grant proposals, community problem solving, community development and government, farm management, soil structure and conservation, styles of leadership, milk marketing, basic nutrition, embryology and incubation, equipment operation and safety, botany, computer use, plant science, commodities, and career exploration and job hunting. (MN).

ED 205 710 CE 029 678

Industrial Arts Safety Guide. Chinese. Bilingual Education Resource Series.
Seattle School District 1, Wash. Washington Office of the State Superintendent of Public Instruction, Olympia
Spons Agency — Office of Education (DHEW), Washington, D.C.
Pub Date — 78
Note — 130p.; Not available in paper copy due to small print. For related documents see CE 029 677-682
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Bilingual Education, *Industrial Arts, *Program Development, *Safety, *Vocational Education, Accident Prevention, Accidents, Auto Mechanics, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, Lifting, Machine Tools, Metal Working, Power Technology, Safety Education, School Accidents, School Safety, Secondary Education, Welding, Woodworking
Identifiers — Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Chinese. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry prac-

tices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machines; planer-surfacers; presses, sanders, saws,metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing material in Korean, Thai, Cambodian, Japanese, and Ilokano are available separately through ERIC — seenote.) (MN).

ED 205 711 CE 029 679

Industrial Arts Safety Guide. Ilokano. Bilingual Education Resource Series.

Seattle School District 1, Wash. Washington Office of the State Superintendent of Public Instruction, Olympia

Spons Agency — Office of Education (DHEW), Washington, D.C.

Pub Date — 78

Note — 130p.; Not available in paper copy due to small, light print. For related documents see CE 029 677-682

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Bilingual Education, *Industrial Arts, *Program Development, *Safety, *Safety Education, *Vocational Education, Accident Prevention, Accidents, Auto Mechanics, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, Lifting, Machine Tools, Metal Working, Power Technology, School Accidents, School Safety, Secondary Education, Welding, Woodworking

Identifiers — Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Ilokano. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping, back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machines, planer-surfacers, presses, sanders, saws,metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing materials in Korean, Chinese, Thai, Cambodian, and Japanese are available separately through ERIC — see note.) (MN).

ED 205 712 CE 029 680

Industrial Arts Safety Guide. Japanese. Bilingual Education Resource Series.

Seattle School District 1, Wash. Washington Office of the State Superintendent of Public Instruction, Olympia

Spons Agency — Office of Education (DHEW), Washington, D.C.

Pub Date — 78

Note — 130p.; Not available in paper copy due to small, light print. For related documents see CE 029 677-682

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Bilingual Education, *Industrial Arts, *Program Development, *Safety, *Vocational Education, Accident Prevention, Accidents, Auto Mechanics, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, Lifting, Machine Tools, Metal Working, Power Technology, Safety Education, School Accidents, School Safety, Secondary Education, Welding, Woodworking

Identifiers — Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practice in both English and Japanese. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machines, planer-surfacers, presses, sanders, saws,metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing material in Chinese, Korean, Thai, Cambodian, and Ilokano are available separately through ERIC — seenote.) (MN).

ED 205 713 CE 029 681

Industrial Arts Safety Guide. Korean. Bilingual Education Resource Series.

Seattle School District 1, Wash. Washington Office of the State Superintendent of Public Instruction, Olympia

Spons Agency — Office of Education (DHEW), Washington, D.C.

Pub Date — 78

Note — 130p.; Not available in paper copy due to small print. For related documents see CE 029 677-682

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Bilingual Education, *Industrial Arts, *Program Development, *Safety, *Vocational Education, Accident Prevention, Accidents, Auto Mechanics, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, Lifting, Machine Tools, Metal Working, Power Technology, Safety Education, School Accidents, School Safety, Secondary Education, Welding, Woodworking

Identifiers — Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Korean. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machinery, planer-surfacers, presses, sanders, saws, metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing material in Chinese; Thai, Cambodian, Japanese, and Ilokano are available separately through ERIC — seenote.) (MN).

ED 205 714 CE 029 682

Industrial Arts Safety Guide. Thai. Bilingual Education Resource Series.

Seattle School District 1, Wash. Washington Office of the State Superintendent of Public Instruction, Olympia

Spons Agency — Office of Education (DHEW), Washington, D.C.

Pub Date — 78

Note — 130p.; Not available in paper copy due to small, light print. For related documents see CE 029 677-681

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Bilingual Education, *Industrial Arts, *Program

Development, *Safety, *Vocational Education, Accident Prevention, Accidents, Auto Mechanics, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, Lifting, Machine Tools, Metal Working, Power Technology, Safety Education, School Accidents, School Safety, Secondary Education, Welding, Woodworking
Identifiers — Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Thai. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, sanders, saws, metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing materials in Chinese, Korean, Cambodian, Japanese, and Ilokano are available separately through ERIC — see note.) (MN).

ED 205 722 CE 029 695

Fanslow, Alyce M. Compton, Cheryl W.
Entrepreneurship: A Senior High School Home Economics Career Exploration Unit.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Pub Date — 81
Note — 128p
Available from — University Bookstore, Memorial Union, Iowa State University, Ames, IA 50011 ($6.70)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC06 Plus Postage
Descriptors — *Business Administration, *Business Education, *Business Skills, *Home Economics, *Occupational Home Economics, Advertising, Behavioral Objectives, Distributive Education, High Schools, Instructional Materials, Learning Activities, Learning Modules, Lesson Plans, Managerial Occupations, Marketing, Recordkeeping, Self Evaluation Individuals, Vocabulary, Vocational Education
Identifiers — Entrepreneurs, Small Businesses

Entrepreneurship is a career option through which home economics teachers can challenge their students who have the independence, skills, and self-discipline necessary to succeed assmall business owners. This unit was developed to assist home economics teachers in incorporating an entrepreneurial dimension into their programs. The unit contains 15 lessons with objectives, generalizations, and classroom activities. Each lesson is designed for a50-minute class period; hence, about three weeks of class time are necessary to implement the unit. The lessons contain background information for teachers, in addition to student worksheets, student reference sheets, guest speaker guidesheets, vocabulary lists, and achievement tests. The materials may be duplicated for classroom use. Activities include case studies, field trips, readings, guest speakers, and class discussions. A small group format is suggested. The 15 units cover the following topics: nature of small business; goal setting; product determination; advertising; business location; business expenses and capital; banker visit; types of business organizations; financial management; business recordkeeping; customer and employee relations; small business owner visit; and self-evaluation of small business ownership. The last unit is an achievement test; possible assignments for make-up work also are given. (KC).

ED 205 724 CE 029 698

Lund, Brishkai McGechaen, Sandy
CE Programmer's Manual.
British Columbia Univ. Vancouver. Center for Continuing Education
Spons Agency — British Columbia Dept. of Education, Victoria. Continuing Education Div
Pub Date — 81
Note — 155p.; Best copy available
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC07 Plus Postage
Descriptors — *Communication Thought Transfer, *Continuing Education, *Educational Planning, *Personnel Management, *Program Development, *Program Evaluation, Course Evaluation, Curriculum Development, Job Skills, Needs Assessment, Program Administration, Program Guides, Program Implementation, Publicity, Public Relations, Self Evaluation Individuals

Designed as a reference guide for continuing education planners, this manual provides basic information about the process of developing and delivering programs and courses. Material is organized to match job skills described in the systematic approach called DACUM — Designing a Curriculum — which reflects all skills required to be a continuing education programmer or coordinator. (A DACUM chart is provided.) Seven chapters correspond to the seven general areas of competence programers are expected to perform: assess community needs, plan courses and programs, promote and market courses and programs, manage courses and programs, manage personnel, practice communication skills, and conduct evaluation. Each chapter is organized by the enabling skills making up the area of competence. Basic information is provided about each area. Case studies are sometimes provided as examples and explanations of incidents that may be encountered. Other materials provided include checklists or lists of guidelines to organize activities and samples of program materials and resources. An annotated list of sources for further reading appears at the end of each chapter. An index is provided. A final section contains a copy of the Ministry of Education's "Continuing Education Mini-Resource Library" catalog listing available reports and curriculum resources. (YLB).

ED 205 726 CE 029 706

Oregon Agriculture I Curriculum Guide.
Oregon State Univ. Corvallis. Dept. of Agricultural Education
Spons Agency — Oregon State Dept. of Education, Salem
Pub Date — 81
Contract — 50-004-313
Note — 1,150p
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF08/PC46 Plus Postage
Descriptors — *Agricultural Education, *Agricultural Production, *Agricultural Skills, *Botany, *Farm Management, *Vocational Education, Agricultural Machinery, Agricultural Safety, Agronomy, Course Content, Curriculum Development, Curriculum Guides, Experiential Learning, Horticulture, Instructional Materials, Learning Activities, Learning Modules, Livestock, Parliamentary Procedures, Recordkeeping, Secondary Education, Sex Bias, Sex Fairness, Sex Stereotypes, Teaching Guides, Tractors, Transparencies, Work Experience Programs
Identifiers — Future Farmers of America, Oregon

This curriculum package was developed to be used as a guide for high school vocational agriculture teachers in Oregon preparing a curriculum to meet local community/regional needs. A second goal of this curriculum is to eliminate sex-bias or sex-role stereotyping in vocational agriculture classes. The curriculum contains 20 units. Topics covered in the units include an introduction to the vocational agriculture curriculum, including the problem of sex bias, and a four-year unit outline; orientation; tractor operation and safety; Future Farmers of America; small gasoline engine maintenance; beef breeds, selection, and management; supervised occupational experience programs; records; parliamentary procedure; sheep breeds, selection, and management; dairy, poultry, rabbits, horses, and goats; swine breeds, selection, and management; agricultural mechanization; plant science; ornamental horticulture; alfalfa production and hay quality testing; and livestock showing and fitting. Units contain a variety of materials, such as teaching suggestions, content outlines, student worksheets, suggested learning activities, and transparency masters. (KC).

ED 205 746 CE 029 738

MacKenzie, Louise Smith, Alice

Consumer Citizenship Curriculum Guides for Social Studies, English, Science, Mathematics.

Rhode Island Univ. Kingston. Curriculum Research and Development Center

Spons Agency — Office of Consumer's Education (ED), Washington, D.C.

Pub Date — 81

Contract — G008006868

Note — 553p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF02/PC23 Plus Postage

Descriptors — *Consumer Education, *English Curriculum, *Mathematics Curriculum, *Science Curriculum, *Social Studies, Advertising, Banking, Behavioral Objectives, Budgeting, Conservation Environment, Consumer Economics, Consumer Protection, Credit Finance, Curriculum Guides, Gifted, Insurance, Learning Activities, Secondary Education, Slow Learners, Student Evaluation, Taxes

These four consumer citizenship curriculum guides for social studies, English, science, and mathematics incorporate consumer education into these subject matter areas in grades 8-12. Each guide is organized around 10 main component/goals. They are basic economics in the marketplace, credit, consumer law/protection, banking skills, comparison shopping for goods and services, advertising and our society, responsible budgeting, insurance, taxes, and conservation of energy and resources. Each specific objective under the goals lists performance indicators and suggested evaluation for each one. A taxonomy provides the teacher with consumer knowledge related to the performance indicator. Suggested learning experiences provide activities directly or indirectly related to the specific objectives. Learning experiences for the gifted and slow learner follow the social studies, English, and science guides. A section for the gifted in mathematics follows the mathematics guide. Appendixes include the Consumer Citizenship Curriculum Guide Grid, descriptions of the slow learner and gifted child, and a partially annotated list of selected resources. (YLB).

ED 205 781 CE 029 793

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Auto Body Repair. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Contract — R-33-10-C-0442-400; R-33-21-J-0542-400

Note — 111p.; For related documents see CE 029 796, CE 029 799, CE 029 802, CE 029 805, CE 029 808, CE 029 811, CE 029 814, and CE 029 817

Available from — Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St. Springfield, IL 62777 (write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Auto Body Repairers, *Competency Based Education, *Vocational Education, Auto Mechanics, Behavioral Objectives, Bilingual Education, Curriculum Guides, Student Evaluation, Technical Education, Vocabulary, Welding

Identifiers — Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on auto body repair. This program is designed to run 40 weeks and cover 7 instructional areas: use of basic repair tools; metal bumping (theory and practice); metal refinishing (theory and practice); panel replacement; glass work; spot welding; and basic frame straightening. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the glass work section, a student should be able to (1) adjust or align windows in doors; (2) remove damaged glass and install replacement; and (3) seal leaks around the windshield and rear window. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning auto body repair in English, Spanish, and Laotian. (CT).

ED 205 782 CE 029 796

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Automotive Mechanics. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Contract — R-33-10-C-0442-400; R-33-21-J-0542-400

Note — 390p.; For related documents see note of CE 029 793

Available from — Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St. Springfield, IL 62777 (write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC16 Plus Postage

Descriptors — *Auto Mechanics, *Competency Based Education, *Vocational Education, Air Conditioning, Behavioral Objectives, Curriculum Guides, Heating, Student Evaluation, Technical Education, Vocabulary

Identifiers — Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on automotive mechanics. This program is designed to run 36 weeks and cover 10 instructional areas: the engine; drive trains — rear ends/drive shafts/manual transmission; carburetor; emission; ignition/tune-up; charging and starting; alignment; automatic transmission; brakes; and air conditioning and heating. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the standard and power steering section, a student should be able to (1) check manual steering gear fluid level, and (2) replace belts and adjust tension. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning automotive mechanics in English, Spanish, and Laotian. (CT).

ED 205 783 CE 029 799

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Clerical Clusters. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Contract — R-33-10-C-0442-400; R-33-21-J-0542-400

Note — 345p.; For related documents see note of CE 029 793

Available from — Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St. Springfield, IL 62777 (write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC14 Plus Postage

Descriptors — *Clerical Occupations, *Office Occupations Education, *Typewriting, Accounting, Behavioral Objectives, Business English, Clerical Workers, Competency Based Education, Curriculum Guides, Mathematics, Student Evaluation, Technical Education, Vocabulary, Vocational Education

Identifiers — Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on clerical occupations. This program is designed to run 36 weeks and cover 10 instructional areas: beginning typing, typing I, typing II, duplicating, receptionist activities, general office procedures, operation of electronic calculator, business math, accounting, and business English. A duty-task index lists com-

petencies in each instructional area that the student should be able to perform at the end of the program. For example, in the duplicating section, a student should be able to (1) prepare the master for fluid duplicator, (2) operate a fluid duplicator, (3) type a stencil, (4) duplicate copies on a stencil duplicator, (5) produce a master copy from the thermo-fax for the fluid duplicator, and (6) produce a master copy for the stencil machine. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning clerical occupations in English, Spanish, and Laotian. (CT).

ED 205 784 CE 029 802

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Combination Welding. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Contract — R-33-ice)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC06 Plus Postage

Descriptors — *Competency Based Education, *Vocational Education, *Welding, Behavioral Objectives, Curriculum Guides, Student Evaluation, Technical Education, Vocabulary

Identifiers — Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on combination welding. This program is designed to run 28 weeks and cover 11 instructional areas: operation of oxyacetylene equipment, oxyacetylene track torch, related equipment, Beverly shears for strip steel, portable welding equipment, tungsten inert gas welding equipment, m.i.g. welding equipment, metallic arc-welding equipment, and performing guided bend tests. A duty-task index lists competencies in eachinstructional areathat the student should be able to perform at the end of the program. For example, in the oxyacetylene track torch operation section, a student should be able to (1) make straight-line cuts using a track torch, and (2) make bevel cuts of a 30 degree angle using a track torch. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated inEnglish, Spanish, and Laotian. Section 3 lists technical terms concerning combination welding in English, Spanish, and Laotian. (CT).

ED 205 785 CE 029 805

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Fiberglass Technician. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Contract — R-33-10-C-0442-400; R-33-21-J-0542-400

Note — 194p.; For related documents see note of CE 029 793

Available from — Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St. Springfield, IL 62777 (write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC08 Plus Postage

Descriptors — *Competency Based Education, *Plastics, *Vocational Education, Behavioral Objectives, Curriculum Guides, Labor Relations, Student Evaluation, Technical Education, Vocabulary, Woodworking

Identifiers — Bilingual Materials, Fiberglass

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on fiberglass technician. This program covers 12 instructional areas: orientation, safety, introduction to fiberglass-reinforced plastics, hand lay-up, introduction to equipment operation, chopper operation, gel-coat equipment, finish and repair, mold-making, quality control, woodworking, and industrial relations. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the hand lay-up section, a student should be able to (1) identify and explain the use of lamination tools and materials, (2) prepare a mold, and (3) laminate the mold. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning fiberglass technology in English, Spanish, and Laotian. (CT).

ED 205 786 CE 029 808

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Food Service. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Contract — R-33-10-C-0442-400; R-33-21-J-0542-400

Note — 219p.; For related documents see note of CE 029 793

Available from — Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St. Springfield, IL 62777 (write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC09 Plus Postage

Descriptors — *Cooking Instruction, *Food Service, Behavioral Objectives, Competency Based Education, Curriculum Guides, Maintenance, Sanitation, Student Evaluation, Technical Education, Vocabulary, Vocational Education

Identifiers — Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on food service. This program is designed to run 24 weeks and cover 15 instructional areas: orientation, sanitation, management/planning, preparing food for cooking, preparing beverages, cooking eggs, cooking meat, cooking vegetables, preparing food for serving, salad, sandwiches, breakfast, soups and sauces, baking, and dining area and kitchen maintenance. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the preparing food for cooking section, a student should be able to (1) season and bread meats, seafood, and fowl for baking, roasting, broiling or frying; (2) trim, cut, or shred fruits and vegetables; and (3) wrap foods for baking. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. In section 3, a listing of technical terms concerning food service are listed in English, Spanish, and Laotian. (CT).

ED 205 787 CE 029 811

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Machine Trades. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Contract — R-33-10-C-0442-400; R-33-21-J-0542-400

Note — 193p.; For related documents see note of CE 029 793

Available from — Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St. Springfield, IL 62777 (write for price)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC08 Plus Postage

Descriptors — *Machine Tools, *Machinists, *Vocational Education, Behavioral Objectives, Competency Based Education, Curriculum

Guides, Measurement, Student Evaluation, Technical Education, Vocabulary
Identifiers — Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on machine trades. This program is designed to run 36 weeks and cover 6 instructional areas: use of measuring tools; benchwork/tool bit grinding; lathe work; milling work; precision grinding; and combination machine work. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the milling and precision grinding section, a student should be able to (1) machine an edge finder; (2) machine a V-block; (3) machine a V-block yoke; (4) machine 1-2-3 blocks; and (5) machine an angle plate. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning machine trades in English, Spanish, and Laotian. (CT).

ED 205 788 CE 029 814

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Maintenance Mechanics. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers
Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date — 81
Contract — R-33-10-C-0442-400; R-33-21-J-0542-400
Note — 364p.; For related documents see note of CE 029 793
Available from — Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St. Springfield, IL 62777 (write for price)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC15 Plus Postage
Descriptors — *Maintenance, *Mechanics Process, *Vocational Education, Air Conditioning, Behavioral Objectives, Carpentry, Competency Based Education, Curriculum Guides, Electricity, Heating, Plumbing, Student Evaluation, Technical Education, Vocabulary
Identifiers — Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on maintenance mechanics. This program is designed to run 40 weeks and cover 5 instructional areas: basic electricity (14 weeks); maintenance and repair of heating (4 weeks); maintenance and repair of air conditioning (12 weeks); maintenance plumbing (3 weeks); and maintenance carpentry (7 weeks). A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the residential air conditioning section, a student should be able to (1) add oil to a hermetic system; (2) add refrigerant to a hermetic system; and (3) install afilter-drier. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. In section 3, a listing of technical terms concerning maintenance mechanics are listed in English, Spanish, and Laotian. (CT).

ED 205 789 CE 029 817

Hepburn, Larry And Others

Multi-Cultural Competency-Based Vocational Curricula VESL Guidelines. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ. Carbondale. School of Technical Careers
Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date — 81
Contract — R-33-10-C-0442-400; R-33-21-J-0542-400
Note — 62p.; For related documents see note of CE 029 793
Available from — Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St. Springfield, IL 62777 (write for price)
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Reports — Descriptive (141)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Competency Based Education, *English for Special Purposes, *Grammar, *Vocational Education, Asian Americans, Curriculum Design, Guidelines, Indochinese, Learning Activities, Mathematics, Metric System, Prevocational Education, Program Design, Spanish, Spanish Speaking, Teaching Methods
Identifiers — Limited English Speaking, Southeast Asian Languages, Vocational English as a Second Language

These guidelines serve as an introduction to a set of eight course curricula in the VESL (Vocational English as a Second Language) program. This document introduces the reader to the VESL concept; multicultural, competency-based materials of VESL (sequential modules, translated lexicons, grammatical structure for modules, punctuation and vocabulary, technical idioms, translated introductions); and how VESL can be used in prevocational and/or vocational classroom/shop programs. Discussed are sound and writing systems of Southeast Asian languages, Spanish, and English; literacy vs. illiteracy; VESL needs of the students; basic mathematical skills; basic U.S. monetary system; metric and U.S. systems of weights and measures; regional and personal dialects of English; VESL support materials and activities; slide shows for orientation; ongoing visual aids; industrial visits; general guidelines for successful teaching in a VESL program; teaching styles; and overview of concurrent VESL and vocational training. Appended materials include a listing of phonemes of English, a punctuation style list, and a bibliography. (CT).

ED 205 790 CE 029 829

Crank, Ron

Agricultural Energy Practices. Agriculture Energy.

Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 81
Contract — 81-133-10
Note — 27p.; For related documents see CE 029 830-838
Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Agricultural Production, *Conservation Environment, *Energy Conservation, *Natural Resources, Agricultural Education, Behavioral Objectives, Conservation Education, Energy, Learning Activities, Postsecondary Education, Secondary Education, Solar Radiation, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers — Energy Management

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with agricultural energy practices. Its objective is for the student to be able to discuss energy use and conservation of resources in the production of agricultural products. Some topics covered are basic uses of direct energy in agriculture production, factors concerning energy efficiency in agriculture production, benefits that energy subsidies to agriculture production make possible to the national economy, and reasons for the substantial increase in production yields in United States agriculture. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 791 CE 029 830

Crank, Ron

Electricity and Its Use.

Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 81
Contract — 81-133-10
Note — 34p.; For related documents see CE 029 829-838
Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Electricity, *Energy Conservation, Behavioral Objectives, Conservation Education, Energy, Learning Activities, Postsecondary Education, Power Technology, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers — Electrical Production, Energy Consumption, Power Transmission

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with the use of electricity. Its objective is for the student to be able to discuss consumer uses of electricity and understand increased usage and problems relating to needs for production expansion. Some topics covered are major areas of consumer electrical energy consumption, household energy savings, problems in electricity production, transmission of electricity, and power plant requirements. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 792 CE 029 831
Crank, Ron
Energy Sources and Development.
Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 81
Contract — 81-133-10
Note — 35p.; For related documents see CE 029 829-838
Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Fuel Consumption, *Fuel Pollution, Behavioral Objectives, Conservation Environment, Conservation Education, Energy, Energy Conservation, Learning Activities, Petroleum Industry, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers — Energy Consumption, Environmental Problems, Mining Industries

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with energy sources and development. Its objective is for the student to be able to discuss energy sources and development related to the historical perspective, biological development, current aspects, and future expectations concerning energy usage. Some topics covered are current exploration for petroleum resources, factors related to the expansion of the natural gas industry, advantages of strip mining as compared to underground mining, and fuel usage and effect on the environment. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 793 CE 029 832
Metz, Ron
Fireplaces and Fireplace Fuels.
Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 81
Contract — 81-133-10
Note — 40p.; For related documents see CE 029 829-838
Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Fuels, *Heating, *Heat Recovery, Behavioral Objectives, Chimneys, Conservation Education, Energy, Energy Conservation, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers — Fireplaces

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with fireplaces and fuels. Its objective is for the student to be able to discuss the structural design, operation, and efficiency of fireplaces and characteristics of different fireplace fuels. Some topics covered are fuels, elements of the fire triangle, factors relating to high efficiency of masonry fireplaces, uses of grates and chimney, heat recovery, and prefabricated and free standing fireplaces. Materials in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 794 CE 029 833
Crank, Ron
Fossil Fuels.
Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 81
Contract — 81-133-10
Note — 32p.; For related documents see CE 029 829-838
Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Conservation Environment, *Fuels, *Petroleum Industry, *Pollution, Behavioral Objectives, Conservation Education, Energy, Energy Conservation, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers — Environmental Problems, Fossil Fuels

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with fossil fuels. Some topics covered are historic facts, development of fuels, history of oil production, current and future trends of the oil industry, refining fossil fuels, and environmental problems. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 795 CE 029 834
Rhea, Dennis
Insulation.
Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 81
Contract — 81-133-10
Note — 44p.; For related documents see CE 029 829-838
Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Energy Conservation, *Facility Improvement, *Heating, Behavioral Objectives, Conservation Education, Cost Estimates, Energy, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers — Insulation

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with insulation. Its objective is for the student to be able to determine insulation needs of new

or existing structures, select type to use, use installation techniques, calculate costs, and apply safety factors. Some topics covered are basics of heat energy, insulating effectiveness, types of insulation materials, areas of building most frequently insulated, estimating insulation amounts, and selecting a reliable insulating contractor. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 796 CE 029 835

Crank, Ron

Lighting Utilization.

Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center

Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date — 81

Contract — 81-133-10

Note — 24p.; For related documents see CE 029 829-838

Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Building Design, *Conservation Education, *Energy Conservation, *Lighting, *Lighting Design, Behavioral Objectives, Energy, Learning Activities, Light, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers — Light Bulbs

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with lighting utilization. Its objective is for the student to be able to outline the development of lighting use and conservation and identify major types and operating characteristics of lamps used in electric lighting. Some topics covered are natural and artificial light, two major kinds of electric light bulbs, and light conservation when designing, building, and living in a home. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 797 CE 029 836

Crank, Ron

Solar Energy Usage.

Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center

Spons Agency — Kansas Statttsburg, KS 66762 ($2.50)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Heating, *Power Technology, *Solar Radiation, Behavioral Objectives, Conservation Education, Energy, Energy Conservation, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers — Energy Consumption

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with solar energy use. Its objective is for the student to be able to discuss the broad aspects of solar energy use and to explain the general operation of solar systems. Some topics covered are availability and economics of solar energy, active solar systems, and auxilliary energy systems. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit tests with answers. (YLB).

ED 205 798 CE 029 837

Crank, Ron

Transportation.

Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center

Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date — 81

Contract — 81-133-10

Note — 20p.; For related documents see CE 029 829-838

Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Conservation Education, *Energy Conservation, *Fuel Consumption, *Fuels, *Motor Vehicles, *Transportation, Behavioral Objectives, Efficiency, Energy, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers — Energy Consumption

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with transportation and energy use. Its objective is for the student to be able to discuss the implication of energy usage as it applies to the area of transportation. Some topics covered are efficiencies of various transportation modes, basic strategies to reduce energy consumption when using transportation, and methods to improve transportation efficiency by practicing changed methods of operation and maintenance of a vehicle. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheets with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 799 CE 029 838

Metz, Ron

Weatherizing a Structure.

Pittsburg State Univ. Kans. Kansas Vocational Curriculum and Research Center

Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date — 81

Contract — 81-133-10

Note — 25p.; For related documents see CE 029 829-837

Available from — Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Conservation Education, *Energy Conservation, *Facility Improvement, *Heating, Behavioral Objectives, Energy, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers — Weatherizing

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with weatherizing a structure. Its objective is for the student to be able to analyze factors related to specific structures that indicate need for weatherizing activities and to determine steps to correct defects in structures that contribute to energy losses. Some topics covered are air movement, moisture content, and controlling low relative humidity and excess moisture. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB).

ED 205 806 CE 029 866

South Carolina Industrial Arts Safety Guide. Student Section.

South Carolina State Dept. of Education, Columbia

Pub Date — 81

Note — 85p.; For a related document see CE 029 867

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Accident Prevention, *Industrial Arts, *Program Development, *School Safety, *School Shops, *Vocational Education, Accidents, Auto Mechanics, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts,

Guidelines, Hand Tools, Lifting, Machine Tools, Metal Working, Power Technology, Safety, Safety Education, School Accidents, Secondary Education, Welding, Woodworking

This student section of a South Carolina industrial arts safety guide includes guidelines for developing a student safety program and three sections of shop safety practices. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Section 4, on specific processes and operations, covers safety procedures relating to automotive and power mechanics; compressed gas; drafting rooms; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries. Examined in the section on safety procedures for machines are buffers, drill presses, forges, grinders, jointers, lathes, milling machines, presses, saws, sanders, metal shapers, shears, sheet metal machines, planer-surfacers, and welders. (A corresponding administrator and teacher guide is available separately through ERIC — see note.) (MN).

ED 205 807 CE 029 867

South Carolina Industrial Arts Safety Guide. Administrator and Instructor Section.

South Carolina State Dept. of Education, Columbia

Pub Date — 81

Note — 49p.; For a related document see CE 029 866

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Industrial Arts, *Program Implementation, *Safety, *School Safety, *School Shops, *Vocational Education, Accident Prevention, Accidents, Administrator Guides, Administrator Responsibility, Check Lists, Electricity, Equipment Maintenance, Equipment Utilization, Eyes, Facility Guidelines, Fire Protection, First Aid, Guidelines, Inspection, Legal Responsibility, Lighting, Machine Tools, Program Development, Recordkeeping, Records Forms, School Accidents, School Responsibility, Secondary Education, Teacher Responsibility, Teaching Methods, Ventilation

Identifiers — Noise (Sound)

This administrator and instructor section of a South Carolina industrial arts safety guide includes sections on responsibility for school safety, safety programming for the teacher, emergency action, suggested forms and outlines, and facility design and layout. School board and superintendent, administrator, and teacher responsibilities for school safety are outlined. Discussed in a section on safety programming for the teacher are instructional techniques, safety inspections, accident reporting and analysis, safe practices in the care and operation of equipment, housekeeping practices, electrical safety, fire safety, first aid planning, personal practices, and eye protection. Emergency communications and first aid procedures are described in section 4. Presented next are suggested forms and outlines, including forms for recording emergency telephone numbers and parent permission and acknowledgement slips, master checklists, hazardous conditions reports, and first aid and emergency procedures. Space allocation, lighting, ventilation, personal facilities, selection of machine tools, special hazards, and noise control are examined in a section on facility design and layout. (The student section of the guide is available separately through ERIC — see note). (MN).

ED 205 815 CE 029 886

Fioroni, John J.

Competency-Based Curriculum Guide for Laser Technology. September 1980-June 1981.

College of DuPage, Glen Ellyn, Ill

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 81

Note — 182p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reports — Descriptive (141)

EDRS Price — MF01/PC08 Plus Postage

Descriptors — *Electronics, *Job Skills, *Lasers, *Mathematics, *Technical Education, *Technical Occupations, Algebra, Behavioral Objectives, Career Ladders, Competency Based Education, Course Objectives, Curriculum Guides, Electricity, Material Development, Optics, Resource Materials, Safety, Telecommunications, Trigonometry, Two Year Colleges

This document contains materials developed by a project to provide a competency-based curriculum guide for laser technology at the community college level. An abstract of the final report is included. Next, the 17 job competencies determined as necessary to meet the job description of laser technician are listed. A career ladder and qualifications for each career are also provided. The three-part curriculum guide is divided into 16 units: Mathematics — 2 units (Algebra, Trigonometry); Electronics — 6 units (Basic Electricity I-III, Basic Electronics I-II, Electronic Communication); and Laser — 8 units (Laser Safety, Introduction to Lasers, General Optics I-II, Laser Optics, Laser Operation, Laser Measurements, Laser Applications). Each unit is divided into objectives, for each of which this information is provided: specifics (topics or concepts), proficiencies/specific objectives, evaluation, and references. A brief summary of teaching and evaluation strategies follows. The final section of the document contains instructional resources, including a list of lab equipment (item, manufacturer, model); bibliographic listings for laser and optics, electronics, physics, and mathematics (publishers addresses are provided); list of journals that have published laser-related articles; and a list of audiovisual resources. (YLB).

ED 206 839 CE 029 921

Randall, Shirley

Shop Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

Illinois State Univ. Normal

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 78

Note — 19p.; For related documents see CE 029 917-919

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Fire Protection, *First Aid, *Safety Education, *School Shops, Behavioral Objectives, High Schools, Learning Activities, Learning Modules, Lesson Plans, Pretests Posttests, Safety, School Safety, Vocational Education

Identifiers — Special Needs Students

This learning activity packet on shop safety is one of three (see note) intended for special needs (handicapped and disadvantaged) learners. Its objective is for the student to learn general safety rules for working in a shop. Contents include a source guide that provides the behavioral objective and lesson plan, pre-test, supplementary lesson information, seven worksheets,self-test, and evaluation. (Sources for audiovisual aids referred to in the lesson plan are not provided.) (YLB).

ED 206 852 CE 029 939

Kempf, Constanza

Basic Concepts and Techniques in Accounting for Spanish Speaking Students (Student's Manual).

Chicago City Colleges, Ill. Truman Coll. UF-Truman Coll. Chicago, Ill.

Spons Agency — Illinois State Office of Education, Springfield Div. of Adult Vocational and Technical Education.

Pub. Date — 80

Note — 61p.; For related documents see C 029 938-940.

Prepared at the Truman Bilingual Vocational Center

Pub Type — Guides / Methods / Techniques — Classroom Use — Instructional Materials (501)

EDRS Price MFO1 PC03 Plus Postage

Identifiers — Bilingual Materials, Limited English Speaking, Project Mainstream, Vocational English as a Second Language

Intended for limited-English Spanish-speaking adultstudents, this manual contains an eight-chapter course in accounting. It is written in Spanish with key terms/concepts (and occupation-related vocabulary) translated into English appearing immediately following the Spanish in parentheses. Examples are provided in English only. The informa-

tion provided in the eight chapters covers (1) introduction to concepts of accounting, auditing, and balance sheet; (2) recording transactions and business papers; (3) adjusting accounts, preparing statements, and classification of balance sheet items; (4) worksheet and closing of accounts; (5) accounting for a merchandising concern; (6) accounting systems, purchase of assets used in the business, automated data processing, and input/output; (7) accounting for cash, voucher, and petty cash fund; and (8) payroll accounting, the Federal Security, and state unemployment insurance programs. (A companion teacher's manual is available as CE 029 940.) (YLB).

ED 206 853 CE 029 940

Kempf, Constanza

Accounting for Spanish-Speaking Students (Teacher'sManual).

Chicago City Colleges, Ill. Truman Coll. UF-Truman Coll. Chicago, Ill

Spons Agency — Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date — 80

Note — 18p.; For related documents see CE 029 938-939. Prepared at the Truman Bilingual Vocational Center

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Accounting, *Bilingual Education, *Office Occupations Education, *Spanish Speaking, Adult Education, Bookkeeping, Course Descriptions, Course Objectives, Data Processing, Input Output, Non English Speaking, Payroll Records, Teaching Guides, Worksheets

Identifiers — Bilingual Programs, Limited English Speaking, Project Mainstream, Vocational English as a Second Language

This teacher's manual accompanies a student manual for an accounting course for limited-English Spanish-speaking adult students (available separately as CE 029 939). Introductory materials discuss the need for and philosophy of Project Mainstream, a vocational training program serving Korean- and Spanish-speaking persons, and what constitutes bilingual education. General objectives of the course are outlined. An outlines is provided for a 17-weekcourse in accounting Information provided in the brief plan for each week includes title, objectives, emphasis, and materials. (YLB).

ED 206 872 CE 029 984

Peltier, Wanda Jo

Displaced Homemakers: Vo-Tech Workshop Guide.

Women's Resource Center, Inc. Norman, Okla

Spons Agency — Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date — 81

Note — 306p

Available from — The WEEA Publishing Center, Educational Development Center, 55 Chapel St. Newton, MA 02160 ($10.75)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Assertiveness, *Displaced Homemakers, *Job Search Methods, *Money Management, *Peer Counseling, *Self Concept, Adult Vocational Education, Behavioral Objectives, Communication Skills, Curriculum Guides, Decision Making, Employed Women, Learning Activities, Males, Problem Solving, Self Esteem, Tests, Values Clarification, Vocational Maturity, Womens Education

Identifiers — Time Management

Written for displaced homemaker programs in vocational-technical schools, this curriculum contains material designed so that instructors can prepare student manuals appropriate to almost any educational support situation for displaced homemakers. An overview provides information on special needs groups, curriculum use, and resources and sample publicity materials and intake form. Materials are divided into three categories, which are organized into units. Section and unit titles include Orientation (Preliminaries, History and Role of Women in the Work World), Self-Image (Self-Appreciation, Values Clarification, Decision Making and Practical Problem Solving, Communications), and Training (Assertiveness Training I, Managing Resources — Time and Money, Job Readiness, Assertiveness Training II, Peer Counseling). The unit, Preliminaries, containsa get-acquainted exercise and assessment form. Each of the other units follows this format: unit objective, specific objectives, suggested activities, list of necessary instructional materials, references, information sheet, assignment sheets, unit test with answers, and survey (unit evaluation). Except for Assertiveness Training II, each unit is self-contained and can be used without reference to other units. (YLB).

ED 206 894 CE 030 029

Candelori, Elaine M. And Others

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.

Mercer County Vocational-Technical Schools, Trenton, N.J.

Spons Agency — New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date — 80

Note — 85p.; Not available in paper copy due to light print

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Allied Health Occupations Education, *Competition, *Disabilities, *High School Students, *Student Evaluation, *Vocational Education, Competence, Dietitians, First Aid, Guidelines, Housekeepers, Job Search Methods, Job Skills, Laundry Drycleaning Occupations, Mainstreaming, Medical Vocabulary, Nurses Aides, Student Needs, Student Organizations

Identifiers — Contests, Health Occupations Students of America, Hospitality Education

Designed for use by instructors and advisors of handicapped students, this guide presents guidelines for judging the performance of special needs students in Health Occupations Students of America (HOSA) competetive events in eight allied health occupations education areas. These areas are dietetics, first aid, hospitality, housekeeping, job seeking skills, laundry service, nursing assistants, and terminology/abbreviation. Discussed in the individual sections are the purpose of the competition, eligibility, dress, rules, equipment and materials, contest format, rating sheets, and suggestions for implementing the competition. Lists of suggestions to help teachers involve special needs students in HOSA competitive events and general suggestions for conducting contests are provided. Included among contest events are such activities as naming basic food groups, setting tables, executing first aid procedures, performing various housekeeping tasks, writing a resume, taking an interview, identifying laundry marks, sorting and folding clothes, making a bed, and explaining abbreviations. (MN).

ED 206 895 CE 030 038

Green, C. Paul Burkhalter, Wayne

Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary.

Navarro Coll. Corsicana, Tex

Spons Agency — Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date — 81

Note — 207p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC09 Plus Postage

Descriptors — *Agricultural Education, *Fuels, *Learning Modules, *Production Techniques, *Vocational Education, Agricultural Production, Behavioral Objectives, Chemistry, Curriculum, Curriculum Guides, Definitions, Economics, Engineering, Microbiology, Postsecondary Education, Secondary Education

Identifiers — Alcohol Fuels

In order to help bring about the potential for alcohol production by the farming community, Navarro College (Texas) has developed this curriculum for secondary and postsecondary levels in alcohol fuel production. The alcohol fuel curriculum consists of five modules for use in practical hands-on vocational programs. The curriculum is designed to equip students to manage the alcohol production process. The modules contain a comprehensive bibliography, graphs, charts, and suggested resources for additional supportive documentation. Each unit also contains an introduction, objectives, a list of instructional materials needed, terms and definitions, information on the module topic, and

a summary of the module. In addition, examples of suppliers of raw materials are included. Subjects covered in the five modules include alcohol fuel production economics, chemistry, microbiology, engineering, and agricultural production. (KC).

ED 206 910 CE 030 102

Smith, Frederick R.

Hospital Corpsman 1 & C. Rate Training Manual and Nonresident Career Course. Revised.

Naval Education and Training Command, Washington, D.C.

Report No. - NAVEDTRA-10670-B

Pub Date — 81

Note — 302p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC13 Plus Postage

Descriptors — *Correspondence Study, *Medical Assistants, *Medical Services, *Military Training, *Programed Instructional Materials, Allied Health Personnel, Behavioral Objectives, Enlisted Personnel, Health Occupations, Hospital Personnel, Independent Study, Inservice Education, Medical Evaluation, Postsecondary Education, Preventive Medicine, Primary Health Care

Identifiers — Navy

This Rate Training Manual (RTM) and Nonresident Career Course (NRCC) form a self-study package that will enable Navy senior hospital corps personnel to fulfill the requirements of their rating. While primarily developed around the requirements for personnel serving on independent duty, the information contained within it is applicable to all HM 1 & C personnel. Among the requirements discussed are the abilities to supervise and conduct sick call, including history taking, examination, diagnosing, and treating of sick call and emergency patients; recognizing and treating emergency dental conditions; performing health care inspections; performing and interpreting the results of elementary laboratory procedures; discharging environmental and preventive medicine functions such as sewage and refuse disposal, sexually transmitted disease contact interviewing and reporting, and food service sanitation procedures; ordering, receiving, and issuing supplies and maintaining the associated accounting records; administering mass immunizations; preparation and maintenance of medical and personnel records; executing the various aspects of the Decedent Affairs Program; ensuring compliance with rules and regulations for security practices and procedures; and performing the general duties connected with the administration of medical departments ashore and afloat. Designed for individual study and not formal classroom instruction, this RTM provides subject matter directly related to the occupational qualifications of the HM 1 & C rating. The NRCC provides the usual way of satisfying the requirements for completion of this RTM. The set of assignments in the NRCC includes learning objectives and supporting items designed to lead students through the RTM. (KC).

ED 206 913 CE 030 106

Graham, Martha And Others

Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.

Eastern Michigan Univ. Ypsilanti. Washtenaw County Community Mental Development Center, Ypsilanti, Mich. Willow Run Community Schools, Ypsilanti, Mich

Spons Agency — Michigan State Dept. of Education, Lansing

Pub Date — 81

Note — 430p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC18 Plus Postage

Descriptors — *Adult Basic Education, *Communication Skills, *Daily Living Skills, *Developmental Disabilities, *Employment Potential, *Interpersonal Competence, Behavioral Objectives, Career Education, Curriculum Guides, Decision Making Skills, Educational Resources, Job Skills, Learning Disabilities, Prevocational Education, Resource Materials, Student Evaluation, Teaching Methods, Visual Aids, Work Attitudes

Identifiers — Employability Development

Written for Adult Basic Education teachers of developmentally disabled adults reading at or below a second grade level, this resource curriculum contains materials in the employability behaviors area. The curriculum is divided into the four domains sections of Communication, Intra/Interpersonal, Worker Habits, and Appearance. Under these four major sections are 10 goals followed by specific objectives. Within each objective there is a standard organization consisting of (1) an assessment made up of skill criteria to determine client proficiency in that objective; (2) instructional strategies at three levels of functioning/abstraction: manipulate (simplest), model (representational), and integrate (symbolic); and (3) graphics. Introductory materials list goals and objectives and give suggestions for use of the resource curriculum. An index is provided. Appendixes include listings — some citations are annotated — of addresses of suppliers cited, general resources, nonprint resources, and publishers of nonprint resources; group assessment sheets; and preferred activities and potential reinforcers checklist. (YLB).

ED 208 131 CE 030 016

Hird, John R. Balzarini, Steven

Television Production.

New Jersey Vocational-Technical Curriculum Laboratory, New Brunswick

Spons Agency — New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date — 80

Note — 168p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC07 Plus Postage

Descriptors — *Learning Activities, *Learning Modules, *Production Techniques, *Programing Broadcast, *Television, *Television Curriculum, Audio Equipment, Cable Television, Career Education, Citations References, Competence, Course Content, Definitions, Editing, Educational Resources, Experiential Learning, High Schools, Instructional Materials, News Reporting, Photographic Equipment, Scripts, Technical Occupations, Television Commercials, Television Lighting, Television Studios, Television Viewing, Video Equipment, Videotape Recordings, Vocational Education

This document is a course of study to provide high school students with an introduction to television production skills and techniques and to provide a framework for developing critical television viewing skills. The nine units of the course introduce students to storyboards, camera operations, lighting, audio, video recording, graphics, scripting, commercials, and news gathering. Each unit's goal for student learning is broken down into objectives, with suggested learning activities, resources, and assessment procedures included for each objective. A variety of instructional materials and resource sheets are provided; some are suitable for reproduction and handout to students, while others provide information for the teacher. Glossaries for each unit and a bibliography also are included in the package. A list of expected competencies for the student is supplied in the appendix. It is expected that a student who accomplishes the tasks and objectives will be able to serve in an internship program at a local cable television studio. The activities and competencies gained through the course also will provide students with an insight into careers in television production and give them a foundation for entrance into post-high school production courses. (KC).

ED 208 138 CE 030 063

Lenti, Donna M. Comp. And Others

A Parallel Teaching Package for Special Education/Industrial Arts.

Connecticut State Board of Higher Education, Hartford

Pub Date — 81

Note — 221p.; Illustrations will not reproduce well

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC09 Plus Postage

Descriptors — *Industrial Arts, *Learning Disabilities, *Mainstreaming, *Special Education, Behavioral Objectives, Check Lists, Classroom Techniques, Drafting, Educational Cooperation, Electricity, Graphic Arts, Industrial Arts Teachers, Instructional Materials, Metal Working, Power Technology, Pretests Posttests, Resource Teachers, Secondary Education, Teaching Guides, Teaching Methods, Vocational Education, Woodworking

This teaching package presents information and materials for use by special and industrial arts educators in teaching learning-disabled

students. It may also be of use to guidance counselors and administrators for student counseling and placement. The package is comprised of two primary units. Unit I overviews the field of learning disabilities to familiarize industrial arts instructors with the nature and needs of special students. It includes student characteristics, related vocabulary, descriptions of diagnostic tests, role of the secondary learning disability resource room teacher, classroom strategies, hints for cooperation between special and vocational instructors, and sample forms. The second unit provides the special education resource teacher with an overview of and information related to six industrial arts areas: drafting, electricity, graphic arts, metalworking, power mechanics, and woodworking. The format for each shop area includes brief introduction, general goals, areas covered, safety procedures, texts and supplements with readability level indicated, key word vocabulary list with definitions, tools, equipment and machines, outline of math skills, math pretest, related teaching aids, list of related occupational opportunities, and skills checklist. Appendixes include lists of additional selected resources and trade schools in Connecticut. (YLB).

ED 208 148 CE 030 177

Ethridge, Jim And Others

Core I Materials for Rural Agricultural Programs. Units A-C.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 81

Contract — R-33-31-D-0542-388

Note — 255p.; Not available in paper copy due to colored pages. For related documents see CE 030 178-179

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Agricultural Education, *Agricultural Occupations, *Leadership, *Rural Areas, *Supervised Farm Practice, *Vocational Education, Behavioral Objectives, Career Exploration, Citizenship, Communication Skills, Grade 9, Grade 10, Guidelines, Instructional Materials, Learning Activities, Program Development, Public Speaking, Recordkeeping, Secondary Education, Student Organizations, Work Experience Programs

Identifiers — Future Farmers of America

These units of instructional materials and teaching aids are the first three of a series of eight designed for use in rural agriculture programs for students in grades 9 and 10. Covered in the unit on agricultural occupations are school, the agricultural program, and the Future Farmers of America (FFA); agriculture and society; and careers in agriculture. Understanding and participating in the FFA, duties and responsibilities of FFA members, developing parliamentary procedure skills, and developing public speaking skills are examined in the unit on leadership and citizenship. Discussed next are supervised occupational experience programs (SOEP), planning an individual SOEP, and starting and keeping SOEP records. Each of these units or problem area packets includes some or all of the following components: suggestions to the teacher, a content outline, a teacher's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, job sheets, transparencies, a discussion guide for transparencies, and sample test questions and a teacher's key. (The remaining units are available separately — see note.) (MN).

ED 208 149 CE 030 178

Ethridge, Jim And Others

Core I Materials for Rural Agricultural Programs. Units D-E.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 81

Contract — R-33-31-D-0542-388

Note — 299p.; Not available in paper copy due to colored pages. For related documents see CE 030 177-179

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Agricultural Education, *Agricultural Production, *Agricultural Skills, *Agronomy, *Horticulture, *Rural Areas, Animal Husbandry, Behavioral Objectives, Field Crops, Grade 9, Grade 10, Grains Food, Guidelines, Harvesting, Instructional Materials, Learning Activities, Livestock, Secondary Education, Vocational Education, Weeds

These units of instructional materials and teaching aids are part of a series of eight designed for use in rural agriculture programs for students in grades 9 and 10. Covered in the unit on livestock science are understanding the livestock industry, identifying breeds of livestock and poultry, selecting livestock, and feeding livestock. Identifying crop and weed seeds, judging the quality of grain for seed and for market, growing corn, and growing soybeans are discussed in the unit on crop science. Each of these units or problem area packets includes some or all of the following components: suggestions to the teacher, a content outline, a teacher's guide, information sheets, student worksheets, assignment sheets and keys, demonstrations, job sheets, transparencies, a discussion for the transparencies, and sample test questions and a teacher's key. (The remaining units are available separately — see note.) (MN).

ED 208 150 CE 030 179

Ethridge, Jim And Others

Core I Materials for Rural Agricultural Programs. Units F-H.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 81

Contract — R-33-31-D-0542-388

Note — 251p.; Not available in paper copy due to colored pages. For related documents see CE 030 177-178

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Agricultural Education, *Agricultural Engineering, *Agricultural Skills, *Horticulture, *Rural Areas, *Soil Science, Agronomy, Behavioral Objectives, Carpentry, Conservation Environment, Equipment Utilization, Field Crops, Grade 9, Grade 10, Guidelines, Hand Tools, Instructional Materials, Job Skills, Learning Activities, Machine Tools, Natural Resources, Ornamental Horticulture, Safety, Secondary Education, Vocational Education

These units of instructional materials and teaching aids are the final three of a series of eight designed for use in rural agriculture programs for students in grades 9 and 10. Covered in the unit on soil science and conservation of natural resources are collecting soil samples and applying soil sample test results. Growing vegetables and beautifying the homestead are examined. Discussed next are such aspects of agricultural mechanics as identifying, fitting, and using hand tools; using selected power tools; developing safe work habits in agricultural mechanics; and developing basic carpentry skills. Each of these units or problem area packets includes some or all of the following components: suggestions to the teacher, a content outline, a teacher's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, job sheets, transparencies, a discussion guide for the transparencies, and sample test questions and a teacher's key. (The remaining units are available separately — seenote.) (MN).

ED 208 151 CE 030 180

Ethridge, Jim And Others

Core I Materials for Metropolitan Agriculture/Horticulture Programs. Units A-C.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 81

Contract — R-33-31-D-0542-388

Note — 305p.; Not available in paper copy due to colored paper. For related documents see CE 030 181-182

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Agricultural Education, *Agricultural Occupations,

*Horticulture, *Supervised Farm Practice, *Urban Areas, Agricultural Skills, Behavioral Objectives, Career Exploration, Grade 9, Grade 10, Guidelines, Instructional Materials, Leadership, Learning Activities, Program Development, Recordkeeping, Secondary Education, Student Organizations, Vocational Education, Work Experience Programs
Identifiers — Future Farmers of America, National Junior Horticultural Association

These units of instructional materials and teaching aids are the first three of a series of 10 designed for use in metropolitan agriculture/horticulture programs for students in grades 9 and 10. Covered in the unit on agricultural occupations are the school program, agriculture and society, and careers in agriculture. Orientation to supervised occupational experience (SOE) programs, planning an individual SOE program, and keeping records on an SOE program are examined. Discussed next are such topics pertinent to leadership in horticulture/agriculture as understanding the National Junior Horticultural Association and the Future Farmers of America as a part of vocational horticulture/agriculture education, duties and responsibilities of youth club officers and members, and developing basic parliamentary skills. Each of these units or problem area packets includes some or all of the following components: suggestions to the teacher, a content outline, a teacher's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, job sheets, transparencies, a discussion guide for transparencies, and sample test questions and a teacher's key. (The remaining seven units are available separately — see note.) (MN).

ED 208 152 CE 030 181

Ethridge, Jim And Others
Core I Materials for Metropolitan Agriculture/Horticulture Programs. Units D-F.
Illinois Univ. Urbana. Dept. of Vocational and Technical Education
Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education
Pub Date — 81
Contract — R-33-31-D-0542-388
Note — 351p.; Not available in paper copy due to colored paper. For related documents see CE 030 180-182
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Agricultural Education, *Agricultural Engineering, *Horticulture, *Urban Areas, Agricultural Skills, Behavioral Objectives, Botany, Carpentry, Equipment, Grade 9, Grade 10, Guidelines, Hand Tools, Instructional Materials, Job Skills, Learning Activities, Machine Tools, Safety, Secondary Education, Vocational Education

These units of instructional materials and teaching aids are part of a series of 10 units designed for use in metropolitan agriculture/horticulture programs for students in grades 9 and 10. Covered in the unit on horticulture/agricultural mechanics are safety in horticulture/agriculture; identifying, fitting, and using hand tools; using and maintaining selected power tools; and developing carpentry skills. Caring for, handling, and storing herbaceous seeds; seeding in containers; and propagating plants by cutting, layerage, and division or separation are described. Discussed next are identifying and classifying plants and identifying different parts and types of leaves, stems, fruits, flowers, and roots. Each of these units or problem area packets includes some or all of the following components: suggestions to the teacher, a content outline, a teacher's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, job sheets, transparencies, a discussion guide for transparencies, and sample test questions and a teacher's key. (The remaining seven units are available separately — see note.) (MN).

ED 208 153 CE 030 182

Ethridge, Jim And Others
Core I Materials for Metropolitan Agriculture/Horticulture Programs. Units G-J.
Illinois Univ. Urbana. Dept. of Vocational and Technical Education
Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education
Pub Date — 81
Contract — R-33-31-D-0542-388
Note — 404p.; Not available in paper copy due to colored paper. For related documents see CE 030 180-181
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Agricultural Education, *Animal Husbandry, *Horticulture, *Plant Growth, *Soil Science, *Urban Areas, Agricultural Skills, Agronomy, Behavioral Objectives, Conservation Environment, Grade 9, Grade 10, Guidelines, Instructional Materials, Learning Activities, Natural Resources, Pesticides, Safety, Secondary Education, Vocational Education
Identifiers — Pest Control, Pets

These units of instructional materials and teaching aids are the final four of a series of 10 designed for use in metropolitan agriculture/horticulture programs for students in grades 9 and 10. Covered in the unit on growing and managing horticultural crops are watering plants; pruning, pinching, and planting plants; using plant production equipment; understanding and controlling light and temperature around plants; and growing vegetables. Identifying and controlling horticultural plant pests and the safe use of pesticides are examined. Discussed next are the care and feeding of the family dog, cat, and horse. Pasteurizing and preparing a growing media for the greenhouse; collecting soil samples from the greenhouse, garden, and lawn and applying test results; and identifying soil amendments and their functions are described in the unit on soil science and conservation of natural resources. Each of these units or problem area packets includes some or all of the following components: suggestions to the teacher, a content outline, a teacher's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, job sheets, transparencies, a discussion guide for the transparencies, and sample test questions and a teacher's key. (The remaining six units are available separately — see note.) (MN).

ED 208 159 CE 030 197

Smith, Frederick R.
Hospital Corpsman 3 & 2. Rate Training Manual and Nonresident Career Course.
Naval Education and Training Command, Washington, D.C.
Report No. — NAVEDTRA-10669-B
Pub Date — 81
Note — 557p.; For a related document see CE 030 102
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF02/PC23 Plus Postage
Descriptors — *Hospital Personnel, *Independent Study, *Medical Education, *Military Training, *Paraprofessional Personnel, Citations References, Correspondence Study, Definitions, Educational Resources, Health Occupations, Health Personnel, Medical Evaluation, Medical Services, Postsecondary Education, Training
Identifiers — Navy

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable HospitalCorps personnel to help themselves fulfill the requirements of their rating. Among these requirements are the abilities to perform duties as assistants in the prevention, recognition, and treatment of disease and injuries, and in the administration of medical departments ashore, afloat, and in the field with the Marine Corps; perform first aid; assist in the transportation of the sick and injured; assist with physical examinations; give nursing care to patients, including the administration of medicines and parenteral solutions; collect laboratory specimens and perform simple laboratory procedures; instruct in personal hygiene, first aid, and self-aid; assist in the preparation and maintenance of medical records; assist in the maintenance of approved sanitary standards; and assist in the prevention and treatment of chemical, biological, and radiological casualties. Designed for individual study and not formal classroom instruction, the RTM provides subject matter that relates directly to the occupational qualifications of the Hospital Corpsman rating. The NRCC provides the usual way of satisfying the requirements for completing the RTM. The set of assignments in the NRCC includes learning objectives and supporting items designed to lead students through the RTM. The book covers the material needed by hospital corpsmen to pass the rating in 12 units. A list of commonly used abbreviations and a glossary are contained in the appendix. (KC).

ED 208 190 CE 030 251

Curriculum Guide and Instructional Materials in Agricultural Supplies and Services.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education. Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education

Report No. — Agdex-.20/72

Pub Date — 81

Note — 399p.; Not available in paper copy due to colored pages

Available from — Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Agribusiness, *Agricultural Education, *Career Choice, *Learning Modules, *Off Farm Agricultural Occupations, *Vocational Education, Agricultural Occupations, Career Education, Career Exploration, Competence, Competency Based Education, Curriculum Guides, Job Skills, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Student Evaluation, Technical Education

Identifiers — Iowa

This curriculum guide, updated from the Iowa 1973 version, is geared to vocational and technical agriculture instructors, to meet their needs in planning and conducting instructional programs for their students. Students completing instruction in agricultural supplies and services should have (1) explored the field of agricultural supplies and services occupations and made tentative career choices; and (2) developed attitudes, competencies, and job skills needed for successful job entry or employment in these fields. The guide is organized into seven units, covering the following subjects: opportunities in agricultural supplies and services, human relations, sales, business records and procedures, organization and operation of agricultural businesses, product knowledge of agricultural supplies, and laws and regulations affecting agricultural businesses. The units are organized around a problem-solving approach to lesson planning. Each unit is divided into a series of problems, and each problem area features study questions, reference materials, interest approach, learning activities, conclusion, evaluation criteria, and optional learning activities. Keys, information sheets, and transparency masters are included for use in conducting the learning activities suggested. A list of occupational titles and tips on evaluating progress in the course also are included in the publication. (KC).

ED 208 192 CE 030 261

A Curriculum Guide for Pre-Employment Skills.

Johnsburg Public School District 12, McHenry, Ill

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 78

Note — 214p.; For a related document see CE 030 260

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC09 Plus Postage

Descriptors — *Career Education, *Employment Opportunities, *Job Application, *Job Search Methods, *Job Skills, *Vocational Education, Career Change, Curriculum Guides, Employment Experience, Employment Interviews, Employment Patterns, Employment Services, Equal Opportunities Jobs, Job Layoff, Job Performance, Job Placement, Lesson Plans, Occupational Tests, Postsecondary Education, Promotion Occupational, Secondary Education

Identifiers — Illinois, Resumes

This curriculum guide offers a complete program for teaching pre-employment job-seeking skills that can be implemented in the secondary or postsecondary school. It contains 15 units on job search methods and job survival skills, divided into 40 lesson plans that teachers can use in the classroom. The material is intended to be integrated into regular vocational education courses, or used as a self-contained one-fourth credit course. Subjects covered in the units include an introduction to the course of study, sources of employment, data sheets and resumes, initial contact with employers, application forms, employment tests, job interviews, rejection shock, being hired, job survival, job advancement, termination of employment, equal employment opportunity, opportunity, and evaluation. The final unit is a student handbook for the course, and a bibliography also is included. Many of the pages in the guide can be reproduced and given to students for worksheets or may be used to make transparencies for use with an overhead projector. (KC).

ED 208 197 CE 030 301

Holan, Ray L. And Others

Why Me? Every Teacher's Handbook for Alcohol Education.

Regional Council on Alcoholism of Cuyahoga, Geauga, Lake, and Lorain Counties, Cleveland, Ohio

Spons Agency — Ohio State Dept. of Health, Columbus

Pub Date — 79

Note — 276p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC12 Plus Postage

Descriptors — *Alcohol Education, *Elementary Secondary Education, *Integrated Curriculum, Art Education, Behavioral Objectives, Language Arts, Learning Activities, Mathematics Education, Music Education, Physical Education, Reading Instruction, Resource Materials, Science Education, Social Studies, Spelling Instruction, Teaching Guides, Writing Instruction

This teaching guide provides materials for teachers in any subject area to incorporate alcohol education into their classes. The first chapter presents information on goals of alcohol education, using the guide, and teacher's own attitudes about drinking. Chapters 2-4 are directed at teachers at the elementary, junior high, and senior high school levels. Each chapter contains student objectives and a number of activities. Information provided for each activity includes topic, grade level, objective, goals, resources, activity description, evaluation, comments or suggested changes, suggested ways to incorporate the activity into other subject areas, and necessary materials. Chapter 4 also contains a survey of student knowledge and opinions about alcohol use. Chapter 5, a special subject supplement, presents projects for these areas: art, chemistry, English, history, home economics/family living, human sexuality/family living, mathematics, and speech and journalism. Guidelines for helping students with drinking problems are found in chapter 6. Chapter 7 contains annotated bibliographies for teachers and students and a list of materials recommended for purchase. A final resource chapter suggests resource persons, presents annotations of available films, and includes evaluation forms. (YLB).

ED 208 201 CE 030 315

Dickinson, Gary

Introduction to Teaching Adults. Module 1: Guidelines for Teachers of Adults.

British Columbia Univ. Vancouver. Center for Continuing Education

Spons Agency — British Columbia Dept. of Education, Victoria

Pub Date — 81

Note — 29p.; For related documents see CE 030 316-325

Available from — University of British Columbia, Centre Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Adult Education, *Adult Programs, *Guidelines, *Program Development, *Teacher Education, Adult Educators, Autoinstructional Aids, Behavioral Objectives, Continuing Education, Correspondence Study, Learning Activities, Learning Modules

This module on guidelines for teachers of adults is the first of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. This module is intended to provide a quick overview of the series. It first compares an adult education program with the human life cycle, since similarities provide a way of organizing the concerns of the beginning

adult educator into three phases of an adult education program. These three phases serve as the topics for the next three chapters. The chapters treat the preparation, meeting, and ending phases. (YLB).

ED 208 202 CE 030 316

Sands, Janet

Introduction to Teaching Adults. Module 2: Using Instructional Techniques.

British Columbia Univ. Vancouver. Center for Continuing Education

Spons Agency — British Columbia Dept. of Education, Victoria

Pub Date — 81

Note — 27p.; For related documents see CE 030 315-325

Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Adult Education, *Adult Educators, *Teacher Education, *Teaching Methods, Autoinstructional Aids, Behavioral Objectives, Case Studies, Continuing Education, Correspondence Study, Debate, Demonstrations Educational, Discussion Teaching Technique, Drills Practice, Field Trips, Group Discussion, Learning Activities, Learning Modules, Lecture Method, Role Playing, Simulation

Identifiers — Brainstorming

This module on effective use of instructional techniques is the second of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The first part of the booklet contains several exercises for use with the tape. The major part of the booklet is a detailed guide for using 12 instructional techniques: lecture panel, debate, demonstration, field trip, case study, buzz groups, group discussion, brainstorming, role play, simulation, and practice and drill. Each technique is briefly described and the role of the instructor and participant outlined. An assignment to use a new technique is followed by a checklist for evaluating its use. (YLB).

ED 208 203 CE 030 317

McGechaen, Sandy

Introduction to Teaching Adults. Module 3: Using Instructional Media.

British Columbia Univ. Vancouver. Center for Continuing Education

Spons Agency — British Columbia Dept. of Education, Victoria

Pub Date — 81

Note — 27p.; For related documents see CE 030 315-325

Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Adult Education, *Adult Educators, *Educational Media, *Educational Planning, *Teacher Education, *Teaching Methods, Autoinstructional Aids, Behavioral Objectives, Classroom Techniques, Continuing Education, Correspondence Study, Learning Activities, Learning Modules, Media Selection, Nonprint Media

This module on using available media resources to enrich instruction is the third of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The objective of the module is for educators to be able to prepare a plan for using media in the classroom. Topics covered include nature of instructional media, properties common to all media, when to use media, and description of 12 basic types of media, including advantages, limitations, and estimated cost. A six-step procedure for planning and using media is presented. A list of sources of media and annotated listing of books helpful in developing skill in producing instructional materials are provided. (YLB).

ED 208 204 CE 030 318

Dickinson, Gary

Introduction to Teaching Adults. Module 4: Using Evaluation Instruments.

British Columbia Univ. Vancouver. Center for Continuing Education

Spons Agency — British Columbia Dept. of Education, Victoria

Pub Date — 81

Note — 25p.; For related documents see CE 030 315-325

Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Adult Education, *Student Evaluation, *Teacher Education, *Test Construction, Attitude Measures, Autoinstructional Aids, Behavioral Objectives, Check Lists, Continuing Education, Correspondence Study, Learning Activities, Learning Modules, Material Development, Measures Individuals, Rating Scales, Testing, Tests

This module on using evaluation instruments is the fourth of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The purpose of this module is to introduce some basic concepts about evaluating learning and constructing evaluation instruments. The booklet first provides some notes from the lecture on the cassette. It then presents detailed instructions and examples to aid teachers in constructing different types of evaluation instruments, including tests, checklists and rating scales, and attitude measures. (YLB).

ED 208 205 CE 030 319

Little, David

Introduction to Teaching Adults. Module 5: Designing Instruction.

British Columbia Univ. Vancouver. Center for Continuing Education

Spons Agency — British Columbia Dept. of Education, Victoria

Pub Date — 81

Note — 25p.; For related documents see CE 030 315-325

Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Adult Education, *Adult Educators, *Curriculum Design, *Curriculum Development, *Instructional Design, *Teacher Education, Autoinstructional Aids, Behavioral Objectives, Continuing Education, Correspondence Study, Course Content, Learning Activities, Learning Modules, Lesson Plans, Teaching Methods, Test Construction

This module on elements and procedures involved in planning instruction is the fifth of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials

for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are to be used in part in conjuction with an audiotape. The objective of the module is for the teacher to be able to identify content for a course, arrange it in a logical order, and prepare lesson plans for use in teaching adults. The booklet first discusses some factors that affect decisions about what to teach and how to teach it. It then suggests a procedure to follow in designing instruction, that includes four basic phases: specifying objectives, identifying and arranging learning tasks, selecting techniques and devices, and developing evaluation instruments. A case study is presented to show how the process is applied. (YLB).

ED 208 206 CE 030 320

McGregor, Bonnie

Introduction to Teaching Adults. Module 6: Writing Instructional Objectives.

British Columbia Univ. Vancouver. Center for Continuing Education
Spons Agency — British Columbia Dept. of Education, Victoria
Pub Date — 81
Note — 28p.; For related documents see CE 030 315-325
Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Adult Education, *Adult Educators, *Teacher Education, Autoinstructional Aids, Behavioral Objectives, Continuing Education, Correspondence Study, Learning Activities, Learning Modules, Material Development

This module on writing instructional objectives is the sixth of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspon-lence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. Objectives of the module are for the teacher to be able to (1) list components of an instructional objective, (2) select instructional objectives from a list, and (3) write instructional objectives for five types of learning outcomes. It contains eight tasks which focus on material presented on the cassette tape (with answers), an assessment, and an assignment. (YLB).

ED 208 207 CE 030 321

McGregor, Bonnie

Introduction to Teaching Adults. Module 7: Managing Instruction.

British Columbia Univ. Vancouver. Center for Continuing Education
Spons Agency — British Columbia Dept. of Education, Victoria
Pub Date — 81
Note — 17p.; For related documents see CE 030 315-325
Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Adult Education, *Adult Educators, *Classroom Environment, *Educational Administration, *Student Motivation, *Teacher Education, Adult Learning, Autoinstructional Aids, Behavioral Objectives, Continuing Education, Correspondence Study, Learning Activities, Learning Modules

This module on basic concepts and principles about managing instruction and their applications in the classroom is the seventh of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The purpose of the module is to help teachers establish a good learning climate for adults, work with them in refining instructional objectives, and provide an appropriate sequence of activities that will enable adults to learn effectively and efficiently. It discusses elements of adult instruction and the four steps in the process of managing instruction — establish climate, refine objectives,provide events of instruction, and assess achievement. (YLB).

ED 208 208 CE 030 322

Boshier, Roger

Introduction to Teaching Adults. Module 8: Enhancing Motivation.

British Columbia Univ. Vancouver. Center for Continuing Education
Spons Agency — British Columbia Dept. of Education, Victoria
Pub Date — 81
Note — 22p.; For related documents see CE 030 315-325
Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international discount on 10 or more sets)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Adult Education, *Adult Educators, *Learning Motivation, *Motivation Techniques, *Student Motivation, *Teacher Education, Adult Learning, Autoinstructional Aids, Behavioral Objectives, Classroom Techniques, Continuing Education, Correspondence Study, Educational Administration, Learning Activities, Learning Modules, Participation

This module on enhancing motivation is the eighth of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first one are designed to be used in part in conjunction with an audiotape. Focus of the module is on teaching techniques useful in managing adult learners individually and in groups. The booklet provides the basic information and exercises with answers on these topics: nature of motivation, motives for participation, motives for learning, and enhancing motivation. (YLB).

ED 208 209 CE 030 323

Little, David

Introduction to Teaching Adults. Module 9: Understanding the Adult as Learner.

British Columbia Univ. Vancouver. Center for Continuing Education
Spons Agency — British Columbia Dept. of Education, Victoria
Pub Date — 81
Note — 17p.; For related documents see CE 030 315-325
Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Adult Education, *Adult Educators, *Adult Learning, *Adult Students, *Student Characteristics, *Teacher Education, Aging Individuals, Autoinstructional Aids, Behavioral Objectives, Continuing Education, Correspondence Study, Experience, Learning Activities, Learning Modules, Self Concept

This module on characteristics of adults as learners is the ninth of 11 modules in the set, Introduction to Teaching Adults. Designed to

meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The purpose of the module is to identify six key characteristics of adults as learners and to suggest ways of taking them into account when teaching. Information is provided on these six characteristics: (1) adult life cycle, (2) immediate time orientation, (3) broad base of experience, (4) independent self-concept, (5) gradual state of physical decline, and (6) a number of social roles to be fulfilled. (YLB).

ED 208 210 CE 030 324

Little, David

Introduction to Teaching Adults. Module 10: Understanding the Learning Process.

British Columbia Univ. Vancouver. Center for Continuing Education

Spons Agency — British Columbia Dept. of Education, Victoria

Pub Date — 81

Note — 21p.; For related documents see CE 030 315-325

Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Adult Education, *Adult Educators, *Cognitive Processes, *Learning, *Models, *Teacher Education, Adult Learning, Autoinstructional Aids, Behavioral Objectives, Continuing Education, Correspondence Study, Learning Activities, Learning Modules, Learning Processes, Learning Theories, Outcomes of Education

This module on the learning process is the tenth of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The module presents a general view of how people learn. It describes the information-processing model of learning, eight learning structures, eight learning processes, and five general types of learning outcomes. A review is provided. (YLB).

ED 208 211 CE 030 325

Dickinson, Gary

Introduction to Teaching Adults. Module 11: Continuing Your Development.

British Columbia Univ. Vancouver. Center for Continuing Education

Spons Agency — British Columbia Dept. of Education, Victoria

Pub Date — 81

Note — 20p.; For related documents see CE 030 315-324

Available from — University of British Columbia, Centre for Continuing Education, 5997 Iona Dr. Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Adult Education, *Adult Educators, *Professional Continuing Education, *Self Evaluation Individuals, *Teacher Education, *Teacher Evaluation, Autoinstructional Aids, Behavioral Objectives, Continuing Education, Correspondence Study, Faculty Development, Learning Activities, Learning Modules, Resources, Teacher Improvement, Teacher Role

This module on continuing one's development as an adult educator is the eleventh of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The purpose of the module is to suggest some techniques and resources for use in continuing one's development as an instructor of adults by preparing a plan for continuing education as a teacher. It contains information to help in understanding the instructor's role and suggests ways one can assess one's own performance and have it assessed by others. Sources for continuing education programs are discussed and a list of readings is presented. (YLB).

ED 208 230 CE 030 349

Rendleman, Matt Legacy, James

Grain Grading and Handling.

Southern Illinois Univ. Carbondale. Dept. of Agricultural Education and Mechanization

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 81

Contract — R-33-41-D-0542-102

Note — 37p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Crop Processing Occupations, *Evaluation Criteria, *Evaluation Methods, *Grains Food, *Inspection, *Learning Activities, Adult Education, Instructional Materials, Postsecondary Education, Storage, Vocational Education

Identifiers — Illinois

This publication provides an introduction to grain grading and handling for adult students in vocational and technical education programs. Organized in five chapters, the booklet provides a brief overview of the jobs performed at a grain elevator and of the techniques used to grade grain. The first chapter introduces the grain industry and explains the types of jobs available in grain elevators. A field trip is suggested. Chapter 2 explains how grain is priced, while chapter 3 discusses how grain is sampled for storability and value. In chapter 4, the technical method of grading corn is described, while chapter 5 explains grading wheat and soybeans and how such grading differs from corn grading. Several sample problems are provided in the last three chapters, and each chapter contains review questions. An appended booklet provides illustrations of various kinds of corn kernel damage. (KC).

ED 208 231 CE 030 350

Legacy, Jim And Others

Meat Processing.

Southern Illinois Univ. Carbondale. Dept. of Agricultural Education and Mechanization

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 81

Contract — R-33-41-D-0542-102

Note — 30p.; Photographs will not reproduce well

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Food Processing Occupations, *Meat Packing Industry, *Vocational Education, Adult Education, Hygiene, Instructional Materials, Meat, Postsecondary Education, Technical Education

Identifiers — Illinois

This publication provides an introduction to meat processing for adult students in vocational and technical education programs. Organized in four chapters, the booklet provides a brief overview of the meat processing industry and the techniques of meat processing and butchering. The first chapter introduces the meat processing industry and addresses concerns about the need for meat processors in the future and techniques used in the slaughterhouse, as well as providing diagrams of meat cuts. Chapter 2 describes what happens to meat after it reaches the retail market and explains necessary hygiene procedures. Chapters 3 and 4 cover the evaluation and grading of beef and pork, with illustrative photos. Each chapter contains evaluation questions at the end. The final pages of the publication contain a photo essay on the behind-

the-counter activities of a retail meat market. (KC).

ED 208 232 CE 030 352

Universal Teller Curriculum Guide.

DuPage Area Vocational Education Authority, Addison, Ill

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 81

Contract — R-33-21-X-0542-330

Note — 93p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Competency Based Education, *Finance Occupations, *Job Training, *Learning Activities, *Office Occupations Education, Business Education, Clerical Occupations, Competence, Curriculum Guides, Educational Resources, Learning Modules, Office Machines, Postsecondary Education, Secondary Education, Vocational Education

Identifiers — Illinois, Universal Tellers

This curriculum guide has been designed to provide the teacher with a basis for planning a comprehensive program in the career field of universal teller, and to allow the teacher and learner maximum flexibility. The teaching or instruction, in both educational and financial institutions, can be accomplished through large formal groups, small groups, or individual instruction. The competency-based guide is intended to serve personsof diverse abilities, aptitudes, interests, and cultural backgrounds. The curriculum guide is a vocationally oriented system designed to meet the needs of persons who have entered or are preparing to enter finance and credit careers requiring competencies as a universal teller, including the following: mathematics, business English, machine skills, promotion of services, filing, and management. Each skill/task is developed into a goal format with a stated objective, resources identified, and an evaluation procedure to determine competence. Goals are not sequenced, and learning/instruction format can be varied to meet individual or group needs. The eight sections of the curriculum guide cover general skills, communications, human relations/customer relations, mathematics/drawer transactions, machince skills, security and prevention, and resources. Each section contains numerous performance objectives, coordinated with suggested teaching methods and suggested resources. (KC).

ED 208 235 CE 030 367

Financial Management Guide: Child Care Food Program.

Kentucky State Dept. of Education, Frankfort

Pub Date — 81

Note — 37p

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Day Care Centers, *Food Service, *Money Management, *Recordkeeping, *State Aid, *State Standards, After School Day Care, Bookkeeping, Children, Day Care, Definitions, Eligibility, Financial Aid Applicants, Financial Policy, Financial Support, Food Standards, Income, State Departments of Education, State Programs, Statewide Planning, Young Children

Identifiers — Kentucky

Intended for day care providers in Kentucky, this publication contains sample forms and guidelines for filling out the forms required by the Division of School Food Services of the Kentucky Department of Education. Topics covered include allowable expenditures during the month, program income, records, auditing, reimbursement for sponsors of child care centers and outside-school-hours centers, computing monthly costs, suggestions for taking inventory, crucial areas to be recorded, sponsoring organizations/family day care homes, and definitions. Regulations for calculating expenditures and supporting expenses and receipts for state reporting requirements are included for each of these program areas, and sample filled-out forms are provided. (KC).

ED 208 242 CE 030 388

Military Curriculum Materials for Vocational and Technical Education. Builders School, Finish Carpentry I. Classroom Course 3-10.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Office of Education (DHEW), Washington, D.C.

Pub Date — 80

Note — 161p.; For a related document see CE 030 389

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC07 Plus Postage

Descriptors — *Carpentry, *Construction Process, *Construction Materials, *Finishing, *Learning Modules, *Vocational Education, Course Content, Curriculum Guides, Curriculum Research, Educational Resources, Experiential Learning, Information Dissemination, Instructional Materials, Military Training, Postsecondary Education, Structural Elements Construction, Teaching Guides

Identifiers — Military Curriculum Project

Adapted from military service training materials, this publication contains course materials for teaching finish carpentry, both in the classroom and through practical experience. Students completing this short course will be able to finish carpentry projects involving wallboard, plywood panel, composition floor tile, and acoustical ceiling tile. Both theory and shop assignments are provided with the course materials. The first unit contains an introduction to the course, stressing safety, while the second unit covers the following topics: wallboard, plywoood paneling, composition floor tile, and acoustical ceiling tile. Instructor's guides are prepared for each section describing instructional materials, aids, terminal and enabling objectives, criterion tests, and homework assignments. Each section includes an outline of instruction, instructor activities, and student activities. To help the student, five job sheets and one information sheet are provided, along with a copy of a chapter of a Navy text on building. (The military-developed curriculum materials in this course package were selected by the National Center for Research in Vocational Education Military Curriculum Project, acquired, evaluated, adapted, and disseminated to the six regional Curriculum Coordination Centers and other instructional materials agencies.) (KC).

ED 208 243 CE 030 389

Military Curriculum Materials for Vocational and Technical Education. Builders School, Roofing. Classroom Course 3-14.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency — Office of Education (DHEW), Washington, D.C.

Pub Date — 80

Note — 133p.; For a related document see CE 030 388

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC06 Plus Postage

Descriptors — *Building Trades, *Construction Materials, *Learning Modules, *Roofing, *Vocational Education, Course Content, Curriculum Guides, Curriculum Research, Educational Resources, Experiential Learning, Information Dissemination, Instructional Materials, Military Training, Postsecondary Education, Structural Elements Construction, Teaching Guides

Identifiers — Military Curriculum Project

Adapted from military service training materials, this publication contains course materials for teaching roofing, both in the classroom and through practical experience. Students completing this short course will be able to use common tools for laying out, building and maintaining wood and composition shingles, roll roof coverings, and built-up roofing coverings. Shop and theory assignments are provided in the course. The materials are divided into an introductory class on safety and then four sections covering built-up roofing, composition shingle roof covering, wood shingle roof covering, and a course summarization section. The teacher's instruction guide offers information about class objectives, references, instructional materials, aids, homework assignments, tools, and materials. Criterion tests are provided where applicable. The teacher's guide contains a three-column format for teaching the material, with an outline of subject matter, and suggested teacher activity and student activity. Four job sheets are provided for students, and photos and line drawings are used where applicable. (The military-developed curriculum materials in this course package were selected by the National Center for Research in Vocational Education Military Curriculum Project, acquired, evaluated, adapted, and disseminated to the six regional Curriculum Coordination Centers and other instructional materials agencies.) (KC).

ED 208 247 CE 030 398

Seaman, George B. Sr

Solar Energy Installers Curriculum Guide. Final Report, September 18, 1980-August 15, 1981.

College of DuPage, Glen Ellyn, Ill

Spons Agency — Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date — 81

Note — 188p.; For related documents see ED 189 389-391

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055). Reports — Descriptive (141)

EDRS Price — MF01/PC08 Plus Postage

Descriptors — *Competency Based Education, *Curriculum Development, *Learning Modules, *Solar Radiation, *Technical Education, *Technical Occupations, Air Conditioning, Competence, Course Content, Curriculum Guides, Curriculum Research, Heating, Learning Activities, Plumbing, Postsecondary Education, Teaching Guides, Teaching Methods, Ventilation, Vocational Education

This publication is a curriculum guide for the installation of solar equipment. It is divided into the three major areas of general knowledge, technical design, and installation/maintenance. Associated is a list of relevant and prerequisite competencies identified as appropriate toward student interest groups of technician, installer, avocationist, and consumer. The step-by-step guide is designed to provide the teacher and/or curriculum developer with a comprehensive program in the technology of solar energy that can be used to train persons who wish to be service persons in the comfort industry. The guide was developed from analysis of job tasks required of heating, ventilating, air conditioning, and solar service workers. The guide consists of 11 units covering the following: introduction and theory (solar history, introduction to active solar, and the sun); engineering (the solar system); design (the collector, storage, and the electrical system); and installation and maintenance (whole house, solar application, and servicing solar installations). Unit guides for each unit contain instructional objectives, reference materials, visual aids, method performance conditions required of instructors, an outline showing a step-by-step breakdown of all subject matter to be covered, student evaluation criteria to meet competencies, and a sequence of instruction. Unit tests are provided. (The final project report describing the activities conducted to develop the curriculum guide is included in this package.) (KC).

ED 208 258 CE 030 420

Riley, Susan

A Fair Shot/An Equal Chance. A Handbook for Vocational Students in Non-Traditional Programs. Project SCOPE Book -2.

Shawsheen Valley Regional Vocational-Technical HighSchool, Billerica, Mass

Spons Agency — Massachusetts State Dept. of Education, Boston. Div. of Occupational Education

Pub Date — 80

Contract — 80-871-000-096-7

Note — 84p.; For related documents see CE 030 419-421

Available from — Massachusetts Vocational Curriculum Resource Center, 758 Marrett Rd. Lexington, MA 02173-7398 (Free while supply lasts)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Equal Education, *High School Students, *Learning Activities, *Nontraditional Occupations, *Sex Fairness, *Vocational Education, Assertiveness, Civil Rights Legislation, Definitions, Equal Opportunities Jobs, Federal Legislation, Group Activities, Group Unity, Guidelines, Publicity, Sex Bias, Sex Stereotypes

Identifiers — Sexual Harassment, Support Groups

Designed for use by vocational education students in nontraditional programs, this handbook contains support group activities pertaining to group cohesion, understanding the nature of sex bias, assertiveness, group projects, sexual harassment, and laws governing sex fairness. Group cohesion activities designed to help group members get to know themselves and other members of the group are described. Discussed next are general activities to provide an understanding of the nature of sex bias, sex stereotyping, and other related concepts. A series of assertiveness activities and a number of group projects designed to help the already-active and stable support group stengthen and publicize itself are explained. Listed next are strategies for coping with sexual harassment and professional services to help students and employees deal with it successfully. The major laws guaranteeing students and workers equal opportunity in education and employment are summarized. Appended to the handbook are lists of sources for further information. (Related handbooks of strategies for facilitating a peer support group for vocational students in nontraditional programs and laws guaranteeing equal education and employment opportunities are available separately — see note.) (MN).

ED 209 447 CE 030 404

Electricity and Electronics Objectives (and) Electricity and Electronics: Basic Textbooks and Instructional Materials. Career Education.

Dependents Schools (DOD), Washington, D.C.

Report No. — DS-Man-2875.1; DS-Man-2875.2

Pub Date — 80

Note — 22p.; For related documents see CE 030 405-407

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Behavioral Objectives, *Electricity, *Electronics, Career Education, Computers, Curriculum Guides, Facility Guidelines, Individualized Instruction, Laboratories, Secondary Education, Textbooks, Vocational Education

This manual provides program objectives for instructors teaching electricity and electronics courses in junior and senior high Department of Defense Dependents Schools. The manual begins with a description of the electricity/electronics courses offered in the Dependents Schools. Following is the main part of the document, consisting of two general objectives: (1) to demonstrate an understanding of the basic concepts and skills in electricity and electronics, and (2) to demonstrate an understanding of the basic concepts related to computers. For each of these objectives, program objectives and suggested instructional objectives are provided, correlated with grade level and electronics or electricity courses. The final section of the manual is an illustrated layout of suggested facilities for the electricity/electronics laboratory. Appended to the manual is a list of approved textbooks for the electricity/electronics curriculum, along with publishers' and authors' names, sources of materials, and names of the textbook review committees. (KC).

ED 209 448 CE 030 405

Automative Technology Objectives (and) Automotive Technology: Basic Textbooks and Instructional Materials. Career Education.

Dependents Schools (DOD), Washington, D.C.

Report No. — DS-Man-2870.1; DS-Man-2870.2

Pub Date — 80

Note — 36p.; For related documents see CE 030 404-407

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Auto Mechanics, *Course Objectives, Behavioral Objectives, Career Education, Consumer Education, Course Descriptions, Curriculum Guides, Facility Guidelines, Individualized Instruction, Instructional Materials, Laboratories, Power Technology, Secondary Education, Vocational Education

This manual provides program objectives for instructors teaching automotive technology courses in junior and senior high Department of Defense Dependents Schools. The manual begins with a description of the automotive technology courses offered in the Dependents Schools, and a list of instructor expectations. Following is the main part of the document, consisting of the program's general objective (the student will integrate the principles, theories, and skills of automotive technology), with 21 program objectives. Each program objective is correlated with several suggested instructional objectives and with each grade level for courses in exploratory power mechanics, automotive consumerism, introduction to automotive technology, and vocational automotive mechanics. The final section of the manual contains suggested facility layouts, with illustrations, for an auto mechanics laboratory. Appended to the document is a list of approved textbooks and instructional materials for the automotive technology curriculum, along with publishers' and authors' names, sources of materials, and names of the textbook review committees. (KC).

ED 209 449 CE 030 406

Graphic Arts Objectives (and) Graphic Arts: Basic Textbooks and Instructional Materials. Career Education.

Dependents Schools (DOD), Washington, D.C.

Report No. — DS-Man-2860.1; DS-Man-2860.2

Pub Date — 80

Note — 22p.; For related documents see CE 030 404-407

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Behavioral Objectives, *Course Objectives, *Graphic Arts, Career Education, Curriculum Guides, Facility Guidelines, Individualized Instruction, Instructional Materials, Laboratories, Secondary Education, Vocational Education

This manual provides program objectives for instructors teaching graphic arts courses in junior and senior high Department of Defense Dependents Schools. The manual contains the program's general objective (students will demonstrate an understanding of the basic concepts and principles of graphic communications), and 15 program objectives. Each program objective is correlated with several suggested instructional objectives and with each grade level of the graphic arts curriculum. Following the objectives, suggested facilities layouts for a graphic communications laboratory, with drawings, are provided. Appended to the document is a list of approved textbooks and instructional materials for the graphic arts curriculum, along with publishers' and authors' names, sources of materials, and names of the textbook review committees. (KC).

ED 209 450 CE 030 407

Cosmetology Objectives (and) Cosmetology: Basic Textbooks and Instructional Materials. Career Education.

Dependents Schools (DOD), Washington, D.C.

Report No. — DS-Man-2855.1; DS-Man-2855.2

Pub Date — 80

Note — 21p.; For related documents see CE 030 404-406

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Behavioral Objectives, *Cosmetology, *Course Objectives, Career Education, Curriculum Guides, Facility Guidelines, Individualized Instruction, Instructional Materials, Laboratories, Secondary Education, Vocational Education

This manual provides program objectives for instructors teaching cosmetology courses in junior and senior high Department of Defense Dependents Schools. The manual begins with a description of the cosmetology program offered in the Dependents Schools. Following an illustrated description of a suggested cosmetology laboratory is the main part of the document, consisting of a general objective (students will demonstrate an understanding of the concepts and process of cosmetology) and 16 program objectives. Each program objective is correlated with several suggested instructional objectives and with each grade level of the cosmetology curriculum. Appended to the document is a list of approved textbooks and instructional materials for the cosmetology curriculum, along with publishers' and authors' names, sources of materials, and names of the textbook review committees. (KC).

ED 209 453 CE 030 431

Adamsky, Richard A.

Validate an Occupational Analysis. Professional Preparation Module. Vocational Teacher. X-1.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency — Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation

Pub Date — 81

Contract — 85-9825

Note — 47p.; This module is a revised version of ED 192 158. For related documents see CE 030 432-437, ED 192 053-068, and ED 192 154-159

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Competency Based Teacher Education, *Job Analysis, *Validity, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in validating existing occupational analyses. (Analysis is a process through which the skills, knowledge, and attitudes needed for successful employment are identified.) Focuses are on the process used to establish a program's scope, development of skills needed to revise existing analyses, and verification of a revised occupational analysis. Contents include three learning experiences based on three enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fourth and final learninq experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies,and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB).

ED 209 454 CE 030 432

Adamsky, Richard A.

Prepare Valid Performance Objectives. Professional Preparation Module. Vocational Teacher. X-2.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency — Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation

Pub Date — 81

Contract — 85-9825

Note — 51p.; This module is a revised version of ED 192 157. For related documents see CE 030 431-437, ED 192 053-068, and ED 192 154-159

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Behavioral Objectives, *Competency Based Teacher Education, *Teacher Developed Materials, *Validity, *Vocational Education, *Vocational Education Teachers, Individualized Instruction, Learning Activities, Learning Modules, Material Development, Program Administration, Program Implementation, Teacher Evaluation

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in preparing valid performance objectives. Focuses are revising existing performance objectives or writing one's own and establishing the validity of both terminal and enabling performance objectives. Contents include three learning experiences based on three enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fourth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB).

ED 209 455 CE 030 433

Adamsky, Richard A.

Develop a Module for Individualized Instruction. Professional Preparation Module. Vocational Teacher. X-3.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency — Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation

Pub Date — 81

Contract — 85-9825

Note — 57p.; This module is a revised version of ED 192 156. For related documents see CE 030 432-437, ED 192 053-068, and ED 192 154-159
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Competency Based Teacher Education, *Individualized Instruction, *Material Development, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Learning Activities, Learning Modules, Program Administration, Program Implementation, Teacher Developed Materials, Tests

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in developing modules for individualized instruction. Focuses are components considered essential to include a module and the process to follow to develop an effective module. Contents include four learning experiences based on four enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fifth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB).

ED 209 456 CE 030 434
Adamsky, Richard A.
Arrange for the Improvement of Vocational Facilities for Individualized Instruction. Professional Preparation Module. Vocational Teacher. X-4.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency — Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation
Pub Date — 81
Contract — 85-9825
Note — 46p.; This module is a revised version of ED 192 155. For related documents see CE 030 432-437, ED 192 053-068, and ED 192 154-159
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Competency Based Teacher Education, *Educational Facilities Improvement, *Facility Requirements, *Individualized Instruction, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Educational Planning, Learning Activities, Learning Modules, Program Administration, Program Implementation, Resource Centers

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in arranging for the improvement of vocational facilities for individualized instruction. Focuses are organization of the vocational facility for individualized instruction and procedures followed to develop a facilities improvement phase-in plan. Contents include three learning experiences based on three enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fourth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB).

ED 209 457 CE 030 435
Adamsky, Richard A.
Establish an Outcomes Oriented Grading System. Professional Preparation Module. Vocational Teacher.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency — Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation
Pub Date — 81
Contract — 85-9825
Note — 39p.; For related documents see CE 030 432-437, ED192 053-068, and ED 192 154-159
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Competency Based Teacher Education, *Grading, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation, Student Evaluation
Identifiers — Outcome Oriented Grading

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in establishing a rational grading system, one that has an outcomes orientation. Focuses are the difference between norm-referenced grading and criterion-referenced grading and development of a grading system that compares students to an absolute criterion when determining their grades. Contents include two learning experiences based on two enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the third and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB).

ED 209 458 CE 030 436
Adamsky, Richard A.
Manage Student Activity in an Individualized Instructional Program. Professional Preparation Module. Vocational Teacher.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency — Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation
Pub Date — 81
Contract — 85-9825
Note — 76p.; For related documents see CE 030 432-437, ED192 053-068, and ED 192 154-159
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Classroom Techniques, *Competency Based Teacher Education, *Individualized Instruction, *Teaching Methods, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Class Activities, Educational Planning, Instructional Design, Learning Activities, Learning Modules, Program Administration, Program Implementation, Student Participation, Teacher Effectiveness

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in managing student activity in an individualized instruction program. Focuses are procedures used to involve students in long- and short-range planning, procedures used to provide them with the leadership they need to make progress in their programs, and procedures used to direct students as they use modules in their programs. Contents include two learning experiences based on two enabling objectives that provide background information, pract-

tice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the third and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may be provided. (YLB).

ED 209 459 CE 030 437

Adamsky, Richard A.

Assist Vocational Personnel Move Toward Adoption of Performance Based Vocational Education (PBVE). Professional Preparation Module. Change Agent.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency — Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation

Pub Date — 81

Contract — 85-9825

Note — 75p.; This module is a revised version of ED 192 159. For related documents see CE 030 431-436, ED 192 053-068, and ED 192 154-159

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Change Agents, *Competency Based Teacher Education, *Educational Change, *Teacher Role, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Change Strategies, Diffusion, Educational Innovation, Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in functioning in the role of change agent. Focuses are performance-based vocational education, change in education, and the Pennsylvania Diffusion Plan for effecting changes needed to institutionalize performance-based vocational education and the vocational educator's part in the plan. Contents include four learning experiences based on four enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fifth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB).

ED 209 462 CE 030 452

Dunn, James A.

Business and Office Education: Instructional Materials. ISSOE Managing Student Progress.

Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education

Spons Agency — New York State Education Dept. Albany. Div. of Occupational Education Instruction

Report No. — ISSOE-81-04-B

Pub Date — 81

Contract — 80-3A-1115GS

Note — 158p.; For related documents see CE 030 453-456 and the note of ED 199 517

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reference Materials — Directories / Catalogs (132)

EDRS Price — MF01/PC07 Plus Postage

Descriptors — *Business Skills, *Instructional Materials, *Job Skills, *Office Occupations Education, Calculators, Communication Skills, Data Processing, Filing, High Schools, Office Machines

Identifiers — Instructional Support System Occupational Educ

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of business and office education. Contents include 151 materials reporting forms for materials used in various program areas of business and office education. Forms are organized first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used). Program areas/units include communication skills, filing and retrieval, adding and calculating machines, financial and recordkeeping systems, and data processing. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number; type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material, author, edition, copyright, date, publisher, cost, and pages used; comments; and written teacher comments. (YLB).

ED 209 463 CE 030 453

Dunn, James A.

Distributive Education: Instructional Materials. ISSOE Managing Student Progress.

Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education

Spons Agency — New York State Education Dept. Albany. Div. of Occupational Education Instruction

Report No. — ISSOE-81-04-A

Pub Date — 81

Contract — 80-3A-1115GS

Note — 14p.; For related documents see CE 030 452-456 andthe note of ED 199 517

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reference Materials — Bibliographies (131)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Distributive Education, *Instructional Materials, *Job Skills, *Merchandising, *Retailing, Credit Finance, High Schools

Identifiers — Credit Clerks, Instructional Support System Occupational Educ, Stock Clerks

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of distributive education. Contents include 7 materials reporting forms for materials used in the various program areas of retail merchandising. Forms are arranged first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used.) Program areas/units include stock clerk and credit clerk. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number; typeof instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material, author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB).

ED 209 464 CE 030 454

Dunn, James A.

Health Care Occupations: Instructional Materials. ISSOE Managing Student Progress.

Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education

Spons Agency — New York State Education Dept. Albany. Div. of Occupational Education Instruction

Report No. — ISSOE-81-04-C

Pub Date — 81

Contract — 80-3A-1115GS

Note — 34p.; For related documents see CE 030 452-456 andthe note of ED 199 517

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reference Materials — Directories / Catalogs (132)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Allied Health Occupations Education, *Instructional Materials, *Job Skills, *Nurses Aides, *Vocational Education, High Schools

Identifiers — Instructional Support System Occupational Educ

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for

teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of health care occupations education. Contents include 27 materials reporting forms for materials used in the various program areas of health assisting. Forms are arranged first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used.) Program areas/units include health care procedures, nutrition, special health needs, and special health care procedures. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number; type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material; author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB).

ED 209 465 CE 030 455

Dunn, James A.

Home Economics Education. Instructional Materials. Food Trades, Child Care: ISSOE Managing Student Progress.

Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education

Spons Agency — New York State Education Dept. Albany. Div. of Occupational Education Instruction

Report No. — ISSOE-81-04-D

Pub Date — 81

Contract — 80-3A-1115GS

Note — 108p.; For related documents see CE 030 452-456 and the note of ED 199 517

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reference Materials — Bibliographies (131)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Child Care Occupations, *Food Service, *Instructional Materials, *Job Skills, *Occupational Home Economics, Child Caregivers, Cooks, Dietitians, High Schools, Institutional Administration

Identifiers — Dietary Aides, Instructional Support System Occupational Educ

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of home economics education. Contents include 99 materials reporting forms for materials used in the various program areas of child care and food trades. Forms are arranged first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used.) Program areas/units include program activities, health and care of children, and nursery school management in the field of child care and counter person, dietary aide, and fry cook in the field of food trades. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number: type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material, author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB).

ED 209 466 CE 030 456

Dunn, James A.

Trade and Industrial Education — Automobile Mechanics; Automobile Body Repairs; Carpentry; Cosmetology; Electrical Trades; Graphics; Plumbing: Instructional Materials. ISSOE Managing Student Progress.

Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education

Spons Agency — New York State Education Dept. Albany. Div. of Occupational Education Instruction

Report No. — ISSOE-81-04-E

Pub Date — 81

Contract — 80-3A-1115GS

Note — 192p.; For related documents see CE 030 452-455 and the note of ED 199 517

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reference Materials — Bibliographies (131)

EDRS Price — MF01/PC08 Plus Postage

Descriptors — *Auto Body Repairers, *Auto Mechanics, *Cosmetology, *Instructional Materials, *Job Skills, *Plumbing, Carpentry, Electricians, Graphic Arts, High Schools, Trade and Industrial Education

Identifiers — Instructional Support System Occupational Educ

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of trade and industrial education. Contents include 178 materials reporting forms for materials used in the various program areas. Forms are arranged first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used.) Courses for which materials are reported include automobile mechanics, automobile body repairs, carpentry, cosmetology, electrical trades, graphics, and plumbing. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number; type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material, author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB).

ED 209 489 CE 030 513

Linhardt, Richard E. Burhoe, Steve

Agricultural Structures, Volume II.

Missouri Univ. Columbia. Dept. of Practical Arts and Vocational-Technical Education. Missouri Univ. Columbia. Instructional Materials Lab

Spons Agency — Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education

Report No. — AG-91-1; Agdex-710

Pub Date — 81

Note — 557p.; For a related document see ED 203 141

Available from — Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg. Columbia, MO 65201 ($20.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF02 Plus Postage. PC Not Available from EDRS

Descriptors — *Construction Process, *Electricians, *Engineering Drawing, *Masonry, *Vocational Education, Agricultural Education, Agricultural Skills, Behavioral Objectives, Building Plans, Construction Materials, Electricity, Energy, Grains Food, Harvesting, Instructional Materials, Learning Activities, Plumbing, Secondary Education, Solar Radiation, Teaching Guides

Identifiers — Cement, Missouri

This guide to a curriculum unit in agricultural structures is designed to expand the curriculum materials available in vocational agriculture in Missouri. It and Agricultural Structures I (see note) provide reference materials to systematize the curriculum. The six units cover working with concrete (19 lessons, 2 laboratory exercises), drawing and plan reading (6 lessons), planning grain-feed handling (6 lessons), electrical work on the farm (14 lessons), plumbing on the farm (5 lessons, 1 laboratory exercise), and alternate energy systems (6 lessons). Each lesson may contain some or all of the following: an objective; study questions; references; teaching procedure with assignment; discussion; and answer key to examination; examination; transparency masters; assignment sheets; and handouts. Laboratory exercises may contain some or all of the following: objective, tools and materials needed, procedures, transparency masters, and handouts. A bibliography is found at the beginning of the guide. Appendixes include a listing of additional supplementary sources and cross indexing of the electrical work unit to the revised version of "Practical Farming Wiring Demonstrations," by Curtis Weston. (YLB).

ED 209 490 CE 030 514

Herd, Amon

Carpentry. Vocational Preparation Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Spons Agency — Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Report No. — SN-10-S

Pub Date — 81
Note — 128p.; For related documents see CE 030 515-516, ED 195 809, ED 203 137, and ED 203 143
Available from — Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg. Columbia MO 65201 ($6.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Carpentry, *Learning Modules, *Safety, Autoinstructional Aids, Behavioral Objectives, Curriculum Guides, Equipment Utilization, Hand Tools, Job Skills, Learning Activities, Measurement Equipment, Pacing, Secondary Education, Self Evaluation Individuals, Trade and Industrial Education
Identifiers — Missouri

Intended for instructors serving the occupational needs of disadvantaged and handicapped students, this curriculum guide contains nine units for a carpentry program. Its purposes are to provide minimum skills for students entering the mainstream, supplement vocational skills of students already mainstreamed, and provide vocational instructional materials for the modified classroom. Teachers should adapt these self-paced and self-contained instructional materials to suit teaching/learning situations. These nine units are included: Job Opportunites in Carpentry, Reading and Measuring with Rulers, Lumber Selection and Measurement, Cutting with Hand Saws, Uses of Nails and Hammers, Using a Hand Plane, and Using a Wood Chisel. Each unit contains these sections: (1) unit objectives and self-assessment statements; (2) introduction (motivational statement); (3) description of tools, materials, and equipment; (4) steps of procedure (explanation and illustration of given skill); and (5) student evaluation (true-false, identification,or steps of procedure). (YLB).

ED 209 491 CE 030 515

Herd, Amon
Maintaining Small Engines. Vocational Preparation Curriculum.
Missouri Univ. Columbia. Instructional Materials Lab
Spons Agency — Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Report No. — SN-9-S
Pub Date — 81
Note — 244p.; For related documents see CE 030 514-516, ED 195 809, ED 203 137, and ED 203 143
Available from — Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg. Columbia, MO 65201 ($14.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Engines, *Equipment Maintenance, *Learning Modules, Autoinstructional Aids, Auto Mechanics, Behavioral Objectives, Careers, Curriculum Guides, Employment Opportunities, Job Skills, Learning Activities, Pacing, Safety, Secondary Education, Self Evaluation Individuals, Trade and Industrial Education
Identifiers — Missouri, Small Engine Mechanics

Intended for instructors serving the occupational needs of disadvantaged and handicapped students, this curriculum guide contains 16 units for a small engine maintenance program. Its purposes are to provide minimum skills of students already mainstreamed, and provide vocational instructional materials for the modified classroom. Teachers should adapt these self-paced and self contained instructional materials to suit teaching/learning situations. The 16 units cover these areas/topics: job opportunities, safety rules, small engine tools and their uses, small engine parts and their uses, fuel selection and use(two-cycle), inspecting and servicing spark plugs, cleaning and inspecting cooling system, servicing air cleaners, cleaning and inspecting crankcases and exhausts, changing oil in four-cycle engine, checking carburetor, preparing for carburetor adjustments, adjusting carburetor choke and high speed load valve, checking ignition system, and starting and operating small engines. Each unit contains these sections: (1) unit objectives and self assessment statements; (2) introduction (motivational statement); (3) description of tools, materials, and equipment; (4) steps of procedure (explanation and illustration of given skill); and (5) student evaluation (true-false, identification, or steps of procedure). (YLB).

ED 209 492 CE 030 516

Usoro, Hogan
Auto Service. Vocational Preparation Curriculum.
Missouri Univ. Columbia. Instructional Materials Lab
Spons Agency — Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Report No. — SN-8-S
Pub Date — 81
Note — 309p.; For related documents see CE 030 514-515, ED 195 809, ED 203 137, and ED 203 143
Available from — Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg. Columbia, MO 65201 ($16.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Auto Mechanics, *Learning Modules, Autoinstructional Aids, Behavioral Objectives, Curriculum Guides, Employment Opportunities, Job Skills, Learning Activities, Pacing, Safety, Secondary Education, Self Evaluation Individuals, Trade and Industrial Education
Identifiers — Missouri

Intended for instructors serving the occupational needs of disadvantaged and handicapped students, this curriculum guide contains 21 units for an auto service program. Its purposes are to provide minimum skills for students entering the mainstream, supplement vocational skills of students already mainstreamed, and provide vocational instructional materials for the modified classroom. Teachers should adapt these self-paced and self-contained instructional materials to suit teaching/learning situations. The 21 units cover these areas/topics: major automobile parts; safety rules; changing oil and oil filter; lubricating auto chassis and body; checking automatic transmission fluid; checking and replacing fan belt; checking, recharging, and cleaning a battery; jumpstarting; installing antifreeze; replacing headlight, radiator hose, thermostat and fuses; cleaning and waxing a car; tire identification; changing and rotating tires; repairing tubeless tires — plugging and patching methods; balancing tires; and repacking front wheel bearings. Each unit contains these sections: (1) unit objectives and self-assessment statements; (2) introduction (motivational statement); (3) description of tools, materials, and equipment; (4) steps of procedure (explanation and illustration of given skill); and (5) student evaluation (true-false, identification, steps of procedure). (YLB).

ED 209 510 CE 030 555

Lawrence, Allen And Others
Electrical/Electronic Technology (Energy/Power). Industrial Arts. Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.
North Dakota Univ. Grand Forks. Dept. of Industrial Technology
Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.
Pub Date — 81
Note — 98p.; For related documents see CE 030 556-566 andED 173 662
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC04 Plus Postage
Descriptors — *Electricity, *Electronics, *Energy, *Industrial Arts, *Power Technology, *Trade and Industrial Education, Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Electrical Occupations, Electric Motors, Electronic Technicians, Guidelines, High Schools, Learning Activities
Identifiers — Electrical Wiring, North Dakota

This course guide for an electrical/electronic technology course is one of four developed for the energy/power area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — graphic communications and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implemen-

tation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 19 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Electrical/Electronic Technology; Electronics Industry Definitions; Measurements and Instruments; Symbols, Components, Ratings; Circuit Arrangements; Electrical Relationships; Alternating Current Fundamentals; Capacitive Circuits; Magnetism and Magnetic Circuits; Frequency Selective Circuits; Motors and Generators; Residential Electrical Wiring; Careers in Electrical Industry; Introduction to Electrical Applications and Careers; Discrete Semiconductor Devices and Circuits: Introduction to Digital Electronics; Basic Arithmetic Devices; Basic Support Devices; Microprocessor Basics and Applications; and Electronic Assembly Methods. A reference list is appended. (YLB).

ED 209 511 CE 030 556

Lawrence, Allen And Others

Energy Sources (Energy/Power). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ. Grand Forks. Dept. of Industrial Technology

Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 57p.; For related documents see CE 030 555-566 andED 173 662

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Energy, *Industrial Arts, *Nuclear Energy, *Power Technology, *Solar Radiation, Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, Learning Activities, Trade and Industrial Education

Identifiers — Energy Sources, Geothermal Energy, North Dakota

This course guide for an energy sources course is one of four developed for the energy/power area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — graphic communications and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and seven units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Energy Sources, Chemical Energy Sources, Electrical Energy Sources, Solar Radiated (Light/Thermal) Energy Sources, Mechanical Energy Sources, Nuclear/Atomic Energy Sources, and Geothermal Energy Sources. A reference list is appended. (YLB).

ED 209 512 CE 030 557

Lawrence, Allen And Others

Power Technology (Energy/Power). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ. Grand Forks. Dept. of Industrial Technology

Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 78p.; For related documents see CE 030 555-566 andED 173 662

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Energy, *Industrial Arts, *Power Technology, *Trade and Industrial Education, Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, Learning Activities, Mechanics Physics

Identifiers — North Dakota, Power Transmission

This course guide for a power technology course is one of four developed for the energy/power area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — graphic communications and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and nine units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Power Technology; Basic Power Technology Concepts; Machines; Conversion of Power: Heat Engines; Electrical Conversion of Power; Mechanical Transmission of Power; Fluid Power; Research and Development; and Careers in Power Technology. A reference list is appended. (YLB).

ED 209 513 CE 030 558

Lawrence, Allen And Others

Transportation (Energy/Power). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ. Grand Forks. Dept. of Industrial Technology

Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 69p.; For related documents see CE 030 555-566 andED 173 662

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Energy, *Industrial Arts, *Power Technology, *Transportation, Aerospace Industry, Air Transportation, Behavioral Objectives, Careers, Conservation Environment, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, Learning Activities, Occupational Information, Pollution, Trade and Industrial Education

Identifiers — North Dakota

This course guide for a transportation course is one of four developed for the energy/power area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — graphic communications and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 14 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Transportation Technology, Early Developments in Transportation, Transportation — Productive System, Classification of Technical System, Terrestrial Mode (Random Route), Terrestrial Mode (Fixed Route), Stationary Conveyance Systems, Marine Modes of Transportation, Space Transportation and Vehicles, Transportation and the Future, Energy and Transportation, Transportation and the Environment, and Occupational Information. A reference list is appended. (YLB).

ED 209 514 CE 030 559

Poehls, Eddie And Others

Construction Drafting (Graphic Communications). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ. Grand Forks. Dept. of Industrial Technology

Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 59p.; For related documents see CE 030 555-566 andED 173 662

Pub Type — Guides / Methods / Techniques — Classroom use —

Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Building Plans, *Construction Process, *Drafting, *Graphic Arts, *Industrial Arts, Behavioral Objectives, Building Trades, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, Learning Activities, Trade and Industrial Education
Identifiers — Graphic Communication, North Dakota

This course guide for a construction drafting course is one of four developed for the graphic communications area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — energy/power and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure: course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 11 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Construction Drafting, Review of Drafting Procedures, Building Codes and Office Practices Used, Plot or Site Plans, Floor Plans and Utility Planning, Foundation Plans, Elevations, Construction Sections, Construction Details, Presentation Drawings, and Career Opportunities in Construction Drawing. A reference list is appended. (YLB).

ED 209 515 CE 030 560

Poehls, Eddie And Others
Design/Drafting (Graphic Communications). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.
North Dakota Univ. Grand Forks. Dept. of Industrial Technology
Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.
Pub Date — 81
Note — 72p.; For related documents see CE 030 555-566 andED 173 662
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Building Design, *Drafting, *Graphic Arts, *Industrial Arts, *Trade and Industrial Education, Behavioral Objectives, Building Trades, Careers, Construction Process, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, Learning Activities, Technical Illustration
Identifiers — Graphic Communication, North Dakota

This course guide for a design/drafting course is one of four developed for the graphic communications area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — energy/power and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 19 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction and History to Drafting, Review of North Dakota Industrial Arts Curriculum Guide Level 1 for Graphic Communications Technology, Geometric Construction, Orthographic Projection, Dimensioning, Pictorials, Sections and Conventions, Auxiliary Views, Working Drawings, Charts and Graphics, Specialized Drafting, Reproduction Processes, Techniques of Design, Threads and Fasteners, Revolutions, Intersections and Developments, Technical Illustrations, Cams and Gears, and Technical Documents Control Systems. A reference list is appended. (YLB).

ED 209 516 CE 030 561

Poehls, Eddie And Others
Graphic Arts (Graphic Communications). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.
North Dakota Univ. Grand Forks. Dept. of Industrial Technology
Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.
Pub Date — 81
Note — 68p.; For related documents see CE 030 555-566 andED 173 662
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Graphic Arts, *Industrial Arts, *Layout Publications, *Reprography, *Trade and Industrial Education, Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, Learning Activities, Occupational Information, Printing
Identifiers — Graphic Communication, North Dakota

This course guide for a graphic arts course is one of four developed for the graphic communications area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — energy/power and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 11 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Review of North Dakota Industrial Arts Curriculum Guide Level 1 for Graphic Communications Technology; Job Planning; Design Principles; Methods of Image Generation; Preproduction Methods; Production; Bindery, Finishing, and Packaging; Characteristics and Manufacturing of Materials Used in Graphic Arts; Reprographics Process Trouble Shooting; Graphic Arts Plant Operation; and Career Opportunities. A reference list is appended. (YLB).

ED 209 517 CE 030 562

Poehls, Eddie And Others
Photography (Graphic Communications). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.
North Dakota Univ. Grand Forks. Dept. of Industrial Technology
Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.
Pub Date — 81
Note — 73p.; For related documents see CE 030 555-566 andED 173 662
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Graphic Arts, *Industrial Arts, *Photography, *Trade and Industrial Education, Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, Learning Activities, Photographic Equipment
Identifiers — Graphic Communication, North Dakota

This course guide for a photography course is one of four developed for the graphic communications area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — energy/power and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 19 units. Each unit includes some or all of the following material: unit objectives(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction and History of Photography, Photographic Principle and Theory, The Camera, Taking Pictures and Film Exposure, Photographic Laboratory Safety, Film Development, Projection Prints, Print Processing, Evaluation of Negatives and Prints

and the Possible Improvements, Finishing Techniques, Properties and Characteristics of Photographic Materials, Photo Communications, Negative Making Methods, Photographic Chemistry and Formulas, Creative Darkroom Techniques, Lighting, Photographic Equipment and Materials Selection, Darkroom Design and Layout, and Specialized Photography. A reference list is appended. (YLB).

ED 209 518 CE 030 563

Claus, Robert And Others

Industrial Crafts (Production.) Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ. Grand Forks. Dept. of Industrial Technology

Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 49p.; For related documents see CE 030 555-566 andED 173 662

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Design, *Design Crafts, *Handicrafts, *Industrial Arts, *Trade and Industrial Education, Behavioral Objectives, Ceramics, Course Descriptions, Course Objectives, Craft Workers, Curriculum Guides, Guidelines, High Schools, Learning Activities, Leather, Marketing, Metal Working, Needle Trades, Plastics, Woodworking

Identifiers — Jewelry Making Occupations, North Dakota, Weaving

This course guide for an industrial crafts course is one of four developed for the production area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — energy/power and graphic communications.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and five units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Craft Industry, Craft Planning and Design, Materials and Processes, Materials Selection, and Craft Materials Areas. (A reference list is appended.) (YLB).

ED 209 519 CE 030 565

Claus, Robert And Others

Plastic Technology (Production). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ. Grand Forks. Dept. of Industrial Technology

Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 62p.; For related documents see CE 030 555-566 andED 173 662

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Industrial Arts, *Manufacturing *Plastics, *Trade and Industrial Education, Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, Learning Activities

Identifiers — North Dakota

This course guide for a plastic technology course is one of four developed for the production area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — energy/power and graphic communications.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 12 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction and Orientation, Testing and Chemistry of Plastics, Molding and Forming, Moldmaking, Fabrication and Bonding, Laminates, Casting Plastics, Foaming Systems, Coating, Dispersion System, Decorating, and Career Opportunities in Plastic Technology. A reference list is appended. (YLB).

ED 209 520 CE 030 566

Claus, Robert And Others

Wood Technology (Production). Industrial Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ. Grand Forks. Dept. of Industrial Technology

Spons Agency — North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 55p.; For related documents see CE 030 555-565 andED 173 662

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Design, *Equipment Maintenance, *Industrial Arts, *Preservation, *Trade and Industrial Education, *Woodworking, Accident Prevention, Behavioral Objectives, Cabinetmaking, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Finishing, Guidelines, Hand Tools, High Schools, Learning Activities, Safety

Identifiers — North Dakota, Wood Technology

This course guide for a wood technology course is one of four developed for the production area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts — energy/power and graphic communications.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and eight units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Standardized Materials of Wood Technology, Safety and Accident Prevention, Processes, Design of Wood Products, Cabinet Construction, Wood Preservation, Career Opportunities in the Wood Industry, and Tool Maintenance. A reference list is appended. (YLB).

ED 209 522 CE 030 569

Health Occupations Cluster Guide.

Oregon State Dept. of Education, Salem

Pub Date — 81

Note — 85p

Available from — Documents Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310 ($2.50)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC04 Plus Postage

Descriptors — *Allied Health Occupations, *Allied Health Occupations Education, *Occupational Clusters, *Program Design, *Program Implementation, Anatomy, Course Objectives, Curriculum Guides, Dental Assistants, Dental Hygienists, Dental Technicians, Diseases, Human Body, Interpersonal Relationship, Job Skills, Learning Activities, Medical Assistants, Medical Laboratory Assistants, Medical Services, Nurses, Nurses Aides, Occupational Therapy Assistants, Patients, Physical Therapy Aides, Physiology, Secondary Education, Surgical Technicians, Teamwork, Vocational Education

Identifiers — Emergency Medical, Oregon

Intended to assist the vocational teacher in designing and implementing a cluster program in health occupations, this guide suggests ideas for teaching the specific knowledge and skills that qualify students for entry-level employment in the health occupations field. The knowledge and skills are applicable to 12 occupations: dental assistant; dental hygienist; dental lab technician; emergency medical technician; medical assistant; medical lab assistant; nursing assistant; nurse, general duty;

occupational therapy assistant; physical therapy assistant; respiratory therapist; and surgical technician. The guide is also suitable for preparing students to enter advanced training programs. Section 1, Cluster Organization and Implementation, addresses goal-based planning and provides a proposed cluster curriculum, sample curriculum schedule, descriptions of course content, and current Oregon manpower data. In section 2, Instructional Emphasis Areas, are contained course goals and learning activities for six allied support courses: Human Body Structure and Function, Microbes and Disease, Health Team Relations, Patient Relations, and Health Care Skills I and II. Section 3, Assessment, briefly discusses group and individual approaches. The appendix includes lists of equipment and supplies, resources, and career opportunities; information on Health Occupations Students of America; clinical experience checklist; and occupational analysis data. (YLB).

ED 209 523 CE 030 570

Farley, Roy C. Rubin, Stanford E.

Systematic Interviewing Skills. Participant's Workbook.

Arkansas Univ. Fayetteville. Rehabilitation Research and Training Center

Spons Agency — National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date — 80

Contract — 16-P-56812-RT-13

Note — 184p.; For related documents see CE 030 571-572. Aset of slides and cassette tapes are available from the producer

Available from — Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71901 (Trainer's Guide, $5.00; Participant's Workbook, $4.00; Typescript Manual, $3.00; Set of Slides, $150.00; Set of Cassette Tapes, $12.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Human Services, *Information Seeking, *Inservice Education, *Interviews, *Questioning Techniques, *Skill Development, Communication Skills, Continuing Education, Instructional Materials, Interpersonal Competence, Learning Activities, Nonverbal Communication, Postsecondary Education, Rehabilitation Centers, Self Evaluation Individuals, Staff Development, Vocational Rehabilitation, Workbooks, Workshops

Part of a five-part package (see note) of training materials to teach interviewing skills to human services personnel, this participant's workbook contains all the forms and training aids that would typically be distributed to the participants during the training session. It includes material needed for the various training exercises that are done during the training session and self-assessment checklists for the material covered. The training program defines the skills that interviewers need to ensure that as much relevant information as possible is exchanged during interviews, and it helps turn these skills into lasting habits. Major topics covered in the first six sections of the workbook include how to motivate clients to show up for interviews, how to prepare for initial interviews, how to listen actively and use body language effectively, and how to use different types of verbal responses to achieve objectives and to encourage self-exploration. The last section of the workbook contains forms for self-assessment on the various interview techniques covered in the training session. (KC).

ED 209 524 CE 030 571

Farley, Roy C. Rubin, Stanford E.

Systematic Interviewing Skills. Trainer's Guide.

Arkansas Univ. Fayetteville. Rehabilitation Research and Training Center

Spons Agency — National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date — 80

Contract — 16-P-56812-RT-13

Note — 156p.; For related documents see CE 030 570-572. Aset of slides and cassette tapes are available from the producer

Available from — Arkansas Rehabilitation Research and Training Center, P.O. Box 135O, Hot Spring, AR 71901 (Trainer's Guide, $5.00; Participant's Workbook, $4.00; Typescript Manual, $3.00; Set of Slides, $150.00; Set of Cassette Tapes, $12.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Human Services, *Inservice Education, *Interviews, *Questioning Techniques, *Skill Development, *Teaching Methods, Communication Skills, Continuing Education, Information Seeking, Instructional Materials, Interpersonal Competence, Learning Activities, Nonverbal Communication, Postsecondary Education, Rehabilitation Centers, Self Evaluation Individuals, Staff Development, Teaching Guides, Vocational Rehabilitation, Workbooks, Workshops

Part of a five-part package (see note) of training materials to teach interviewing skills to human services personnel, this trainer's workbook serves as a guide for the trainer while conducting a training session. It provides a step-by-step set ofprocedures for presenting the activities for increasing trainee skills in applying the concepts. It also explains the training approach, participant selection, time schedules, the training setting, and equipment needed. The training program defines the skills that interviewers need to ensure that as much relevant information as possible is exchanged during interviews, and it helps turn these skills into lasting habits. Major topics covered in the first seven sections of this workbook include how to motivate clients to show up for interviews, how to prepare for initial interviews, how to listen actively and use body language effectively, and how to use different types of verbal responses to achieve objectives and to encourage self-exploration. The last section of the Trainer'sGuide contains procedures for leading participants through their self-assessment forms. A trainer's outline is contained in the document appendix. (KC).

ED 209 525 CE 030 572

Farley, Roy C. Rubin, Stanford E.

Systematic Interviewing Skills. Typescript Manual.

Arkansas Univ. Fayetteville. Rehabilitation Research and Training Center

Spons Agency — National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date — 80

Contract — 16-P-56812-RT-13

Note — 92p.; For related documents see CE 030 570-571. A set of slides and cassette tapes are available from the producer

Available from — Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71901 (Trainer's Guide, $5.00; Participant's Workbook, $4.00; Typescript Manual, $3.00; Set of Slides, $150.00; Set of Cassette Tapes, $12.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Other / Miscellaneous

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Human Services, *Interviews, *Models, *Questioning Techniques, *Skill Development, *Vocational Rehabilitation, Audiovisual Aids, Case Studies, Communication Skills, Continuing Education, Information Seeking, Inservice Education, Instructional Materials, Interpersonal Competence, Learning Activities, Nonverbal Communication, Postsecondary Education, Rehabilitation Centers, Scripts, Staff Development, Workshops

Part of a five-part package (see note) of training materials to teach interviewing skills to human services personnel, this typescript manual is intended for use as a visual reference to aid in understanding the taped dialogues of the packages tape/slide demonstrations of interview interaction, and for referral in class discussions. The typescript contains 17 samples of interviews that are shown in the slide/tape presentation. The training program defines the skills that interviewers need to ensure that as much relevant information as possible is exchanged during interviews, and it helps turn these skills into lasting habits. Major topics covered in the typescript include planning the interview, structuring the interview setting, information dissemination effectiveness, information collection effectiveness, observing the interviewee, listening to the interviewee, organizing, interaction techniques discrimination, interaction styles during the interview, and facilitative interaction style during the interview. Interview samples are staged in a vocational rehabilitation center. (KC).

ED 209 532 CE 030 585

Sievers, Ruth A. Ed

Metric Planning Guide for Vocational Education.

American National Metric Council, Washington, D.C. American Vocational Association, Inc. Arlington, Va

Report No. — ISBN-0-89514-036-5
Pub Date — 81
Note — 73p.; Also prepared by the Vocational Education Sector Committee
Available from — Special Publications, American Vocational Association, 2020 N. 14th St. Arlington, VA 22201 (Order No. 10381, $12.00)
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Educational Planning, *Educational Resources, *Integrated Activities, *Metric System, *Teaching Methods, *Vocational Education, Allied Health Occupations Education, Annotated Bibliographies, Business Education, Distributive Education, Home Economics Education, Industrial Arts, Industrial Education, Learning Activities, Occupational Home Economics, Postsecondary Education, Reference Materials, Secondary Education, Teaching Guides, Technical Education, Trade and Industrial Education

This guide contains background materials and ideas for vocational education teachers to use in planning learning activities on the metric system for their students. Organized into eight chapters, the book covers the following topics: overview of the metric system; program administration; metrics in agricultural education; in business and distributive education; in health occupations education; in home economics education; and in industrial arts, trade and industrial, and technical education. Each chapter includes an introduction; instructional strategies; standards for metrics in that field; information about tools, instruments, and equipment; sample teaching activities; and references and resources. The final chapter is an annotated guide to metric learning and teaching. (KC).

ED 209 533 CE 030 586

Ulrich, Lorene, Comp. And Others
Energy Awareness Guide. A Resource Book for Vocational Educators.
American Vocational Association, Inc. Arlington, Va
Spons Agency — Department of Energy, Washington, D.C.
Report No. — ISBN-0-89514-035-7
Pub Date — 81
Contract — DE-FG05-791R10294
Note — 65p
Available from — Special Publications, American Vocational Association, 2020 N. 14th St. Arlington, VA 22201 (Order No. 10281, $8.00)

Pub Type — Reference Materials — Directories / Catalogs (132). Reference Materials — Vocabularies / Classifications (134). Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Educational Resources, *Energy, *Energy Conservation, *Information Sources, *Reference Materials, *Vocational Education, Agencies, Bibliographies, Conservation Education, Directories, Federal Programs, Filmographies, Financial Support, Government Employees, Instructional Materials, Newsletters, Organizations Groups, Periodicals, Postsecondary Education, Power Technology, Secondary Education, Skilled Occupations, State Officials, State Programs, Teaching Guides

This guide is intended to help vocational educators to create general energy awareness among their students and assist in preparing their students to become skilled workers in energy-related occupations. The guide contains hundreds of resources, such as names of personal contacts and programs at state and federal levels, sources for funding, organizations with energy-related activities, and a variety of materials, including lists of periodicals and newsletters; curriculum materials, films, and bibliographies and directories. A glossary is included to help keep the teacher up-to-date on the latest terms in energy technology. An introduction to each section explains the type of information to be found in the section and the abbreviation used. (KC).

ED 209 536 CE 030 607

Fraser, Annette J.
Occupational Clothing Curriculum.
Utah State Board for Vocational Education, Salt Lake City
Pub Date — 81
Note — 328p.; Some pages will not reproduce well due to marginally legible print
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC14 Plus Postage
Descriptors — *Clothing, *Clothing Instruction, *Manufacturing, *Needle Trades, *Occupational Home Economics, *Sewing Instruction, Behavioral Objectives, Competence, Equipment Maintenance, Equipment Utilization, Job Skills, Learning Activities, Learning Modules, Postsecondary Education, Secondary Education, Sewing Machine Operators, State Curriculum Guides
Identifiers — Alterationists, Drapery Makers, Upholsterers

Designed to provide individualized, hands-on experience for secondary or postsecondary students in gainful nomemaking programs, this occupational clothing curriculum contains eight learning modules. The following topics are covered in the modules: plant production for the needle trades (needle trade structure and operation, terminology, history, equipment/techniques, careers/job availability, labeling); power sewing equipment (teacher maintenance, student use and care); basic industrial sewing techniques (stitching various fabrics and blindstitching); short projects (advanced stitching methods, utilization of basic attachments); needle trade production simulation; drapery making (basics of drapery making, selecting styles, measuring/cutting, constructing pleated drapes); recreational vehicle upholstery (box cushion construction, cording and zipper insertion techniques); and alterations (occupations in alterations, basic alteration procedures, determination of preparations that are possible in changing the dimensions of commercial garments). Following an initial listing of competencies taught in the given module, each module includes learning activities, worksheets, and performance checklists. A module evaluation form is appended. (MN).

ED 209 539 CE 030 632

Helt, Lawrence And Others
Agricultural Marketing.
North Dakota State Univ. Fargo. Dept. of Agricultural Education
Spons Agency — North Dakota State Board for Vocational Education, Bismarck
Pub Date — 81
Note — 285p.; Charts will not reproduce clearly
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC12 Plus Postage
Descriptors — *Agricultural Education, *Agricultural Occupations, *Farm Management, *Marketing, *Money Management, Adult Education, Behavioral Objectives, Business Cycles, Economic Climate, Financial Needs, Grains Food, Instructional Materials, Learning Activities, Planning, Postsecondary Education, Trend Analysis, Vocational Education
Identifiers — Agricultural Marketing, Commodity Futures

Designed for use in farm business management adult programs, this marketing curriculum includes six teaching lessons and professional staff products. The following topics are covered in the lessons: introduction to marketing; interpretation of price/demand/supply cycles and fundamental outlook trends (carryover/projections/disappearance); farmers' marketing alternatives to the cash grain market; using the futures market and understanding the function of the commodity exchanges; farmers' marketing alternatives using the futures market for hedging; and factors to consider in reaching a marketing (selling) decision. Also included is a special assignment dealing with development of a written marketing plan. Each unit contains sections on student objectives; transitions between units; the lesson itself (including attention focusers, suggested teaching strategies, key questions, and learning activities); a summary; an at-the-farm activity; lists of needed learning resources; references; and visuals for the curriculum. Also appended to the curriculum are a variety of charts, tables, problems, and handouts. (MN).

ED 209 541 CE 030 652

Albracht, James: French, Byron
Energy and Agriculture. A Basic Core Curriculum for Teaching Energy to Vocational Agriculture Students.
Kansas State Univ. Manhattan. Dept. of Adult and Occupational Education
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date — 80
Note — 122p.; For a related document see CE 030 653
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Agricultural Education, *Energy, *Energy Conservation, *Fuels, *Grains Food, *Tractors, Behavioral Objectives, Conservation Education, Core Curriculum, Efficiency, Equipment Utilization, Fuel Consumption, Harvesting, Instructional Materials, Learning Activities, Secondary Education, Storage, Vocational Education

This core curriculum contains five units of material for teaching energy to vocational agriculture students. Energy uses and the benefits of energy conservation are covered in a unit on the impact of energy on agriculture. Discussed next are tractor performance and Nebraska tractor test data for selecting and evaluating tractors for maximum fuel efficiency. Proper ballasting of a tractor as well as operational procedures such as proper matching of tillage equipment to the tractor, gearing up and throttling down, and minimized idling are covered in a unit dealing with tractor operation for maximum fuel efficiency. Addressed next are the following topics: terms related to petrochemical energy use in agriculture, recognizing the amounts of energy these represent, various practices in the use of petrochemicals, and alternatives to their use in farming. Grain production, harvesting, handling, and storage practices that save energy are examined. Included in each unit are a terminal objective; specific objectives; suggested activities; instructional materials (objectives, information sheets, and transparency masters); a unit test; and test answers. (A related core curriculum for teaching metrics to vocational students is available separately — see note.) (MN).

ED 209 542 CE 030 653

Albracht, James Simmons, A. D.
Metrics. A Basic Core Curriculum for Teaching Metrics to Vocational Students.
Kansas State Univ. Manhattan. Dept. of Adult and Occupational Education
Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date — 80
Note — 74p.; For a related document see CE 030 652
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Distance, *Mathematics Education, *Measurement, *Metric System, *Vocational Education, *Weight Mass, Behavioral Objectives, Core Curriculum, Definitions, Glossaries, Instructional Materials, Learning Activities, Secondary Education, Secondary School Mathematics, Temperature
Identifiers — Liquids, Solids, Velocity, Volume (Mathematics)

This core curriculum contains five units for use in teaching metrics to vocational students. Included in the first unit are a series of learning activities to familiarize students with the terminology of metrics, including the prefixes and their values. Measures of distance and speed are covered. Discussed next are measures of volume used with solids and liquids. Terminology of metric weight and mass measurement as well as conversion to the metric system from the American standard system are addressed in a series of activities. The final unit consists of exercises to enable students to relate temperature scales to one another. Included in each unit are a terminal objective, specific objectives, suggested activities, a listing of instructional materials provided, references, information sheets, student handouts, unit tests, and test answers. (A related basic core curriculum for teaching energy to vocational agriculture students is available separately — see note.) (MN).

ED 210 424 CE 030 481

Mechanical Drafting. Student Learning Guides.
Polk County Board of Public Instruction, Bartow, Fla. Ridge Vocational-Technical Center, Winter Haven, Fla
Spons Agency — Florida State Dept. of Education, Tallahassee. Div. of Vocational Education
Pub Date — 80
Note — 50p.; For related documents see CE 030 479-489
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Competency Based Education, *Engineering Drawing, *Safety, *Technical Education, Behavioral Objectives, Blueprints, Drafting, Individualized Instruction, Learning Activities, Learning Modules, Performance Tests, Secondary Education, Vocational Education
Identifiers — Ellipses, Figure Drawing, Florida, Polygons

These four learning guides are self-instructional packets for four tasks identified as essential for performance on anentry-level job in mechanical drafting. Each guide is based on a terminal performance objective (task) and 2-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include recognizing safe practices, constructing regular polygons and ellipses, and developing drawings for the pattern shop and the machine shop. (YLB).

ED 210 425 CE 030 482

Welding. Student Learning Guides.
Polk County Board of Public Instruction, Bartow, Fla. Ridge Vocational-Technical Center, Winter Haven, Fla
Spons Agency — Florida State Dept. of Education, Tallahassee. Div. of Vocational Education
Pub Date — 80
Note — 209p.; For related documents see CE 030 479-489
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC09 Plus Postage
Descriptors — *Competency Based Education, *Equipment Utilization, *Finishing, *Trade and Industrial Education, *Welding, Behavioral Objectives, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Performance Tests, Secondary Education, Vocational Education
Identifiers — Florida, Metal Inert Gas Welding, Tungsten Inert Gas Welding

These 23 learning guides are self-instructional packets for 23 tasks identified as essential for performance on an entry-level job in welding. Each guide is based on a terminal performance objective (task) and 1-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include drilling, cutting, shearing, and punching metal; wire brushing; welding outside corner joints; butt joints, single and multiple pass lap joints, 3 pass and 6 pass "Tee" joints, and vee-bend test plates in horizontal, vertical, and overhead positions; welding with low hydrogen electrodes; finishing metal surfaces; assembling tig and mig torches and preparing to weld with them; welding mild steel, stainless steel, and aluminum with tig equipment; and welding mild steel with mig equipment. (YLB).

ED 210 427 CE 030 484

Automotive Mechanics. Student Learning Guides.
Polk County Board of Public Instruction, Bartow, Fla. Ridge Vocational-Technical Center, Winter Haven, Fla
Spons Agency — Florida State Dept. of Education, Tallahassee. Div. of Vocational Education
Pub Date — 80
Note — 627p.; For related documents see CE 030 479-489
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF03/PC26 Plus Postage
Descriptors — *Auto Mechanics, *Competency Based Education, *Engines, *Trade and Industrial Education, Behavioral Objectives, Electrical Systems, Equipment Utilization, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Maintenance, Measurement Equipment, Metric System, Performance Tests, Repair, Safety, Secondary Education, Vocational Education
Identifiers — Automotive Tune Up, Florida, Troubleshooting

These 33 learning guides are self-instructional packets for 33 tasks identified as essential for performance on an entry-level job in automotive mechanics. Each guide is based on a terminal performance objective (task) and 1-9 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include balancing tires; diagnosing and repairing front end, power brake assembly, drive lines, ignition system problems; identifying steering, fuel, starting, and charging system components; reconditioning brake system; performing minor tune-up; rebuilding common carburetor; identifying hand tools, safety procedures in the shop, metric units, fasteners, grades, bolts, engine components, ignition components; replacing tires; flaring and splicing tubing; servicing automatic transmission; performing chassis maintenance and inspection; repairing exhaust system; testing cooling system; identifying, servicing, and testing a battery; connecting scope, interpreting patterns, describing scope hook-up, identifying patterns; repairing charging system components; testing charging system with a volt amp tester; and disassembling and reassembling ignition components. (YLB).

ED 210 428 CE 030 485

Parts Marketing. A Student Learning Guide.

Polk County Board of Public Instruction, Bartow, Fla. Ridge Vocational-Technical Center, Winter Haven, Fla

Spons Agency — Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date — 80

Note — 16p.; For related documents see CE 030 479-489

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC01 Plus Postage

Descriptors — *Auto Parts Clerks, *Computation, *Distributive Education, *Retailing, *Taxes, Behavioral Objectives, Competency Based Education, Individualized Instruction, Learning Activities, Learning Modules, Performance Tests, Sales Occupations, Secondary Education, Vocational Education

Identifiers — Florida, Parts Storekeepers, Sales Taxes

This learning guide is a self-instructional packet for one task identified as essential for performance on an entry-level job in parts marketing. The guide is based on a terminal performance objective (task) and two enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. Either a performance test or, more seldom, a written test (with answer key) concludes each guide. The task covered in this guide is figuring sales tax. (YLB).

ED 210 429 CE 030 486

Plumbing and Pipefitting. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla. Ridge Vocational-Technical Center, Winter Haven, Fla

Spons Agency — Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date — 80

Note — 322p.; For related documents see CE 030 479-489

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC13 Plus Postage

Descriptors — *Building Trades, *Competency Based Education, *Plumbing, *Trade and Industrial Education, Behavioral Objectives, Equipment Utilization, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Maintenance, Performance Tests, Secondary Education, Vocational Education

Identifiers — Florida

These 32 learning guides are self-instructional packets for 32 tasks identified as essential for performance on an entry-level job in plumbing and pipefitting. Each guide is based on a terminal performance objective (task) and 1-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include installing lawn sprinkler system and tank type water closet; fabricating a PVC joint; roughing in water, waste, and vent systems; digging and backfilling a trench; cutting cast iron pipe; cutting and threading galvanized pipe; replacing thermostat or heating element on electric water heater, kitchen sink faucet, and/or basket strainers, kitchen sink trap or disposal trap; thawing a frozen pipe; repairing leaking shower valve, waste, and overflow on bathtub, water closet, leaking water faucet or valve; bending, joining, cutting, flaring copper tubing; removing obstruction from main drainline, water closet, kitchen sink trap or disposal trap, lavatory drain; and setting a bathtub. (YLB).

ED 210 430 CE 030 487

Livestock. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla. Ridge Vocational-Technical Center, Winter Haven, Fla

Spons Agency — Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date — 78

Note — 306p.; For related documents see CE 030 479-489

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC13 Plus Postage

Descriptors — *Agricultural Education, *Agricultural Production, *Animal Husbandry, *Competency Based Education, *Horses, *Livestock, Behavioral Objectives, Diseases, Farm Occupations, Individualized Instruction, Learning Activities, Learning Modules, Performance Tests, Pesticides, Safety, Secondary Education, Vocational Education

Identifiers — Florida, Hogs, Parasitic Infections, Ranching

These 25 learning guides are self-instructional packets for 25 tasks identified as essential for performance on an entry-level job in livestock production. Each guide is based on a terminal performance objective (task) and 1-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include operating cattle-restraining equipment; selecting, mixing, applying animal pesticides; branding cattle; identifying breeds of hogs, horses; castrating animals; identifying nutritional needs of beef cattle; selecting beef cattle and hogs for breeding; implanting cattle; training and showing beef cattle; marking animals using ear notches, ear tags, or tattoos; identifying body parts of beef cattle; treating hog and beef cattle diseases and parasites; dehorning cattle; identifying breeds of horses; selecting and judging horses; caring for the horse's foot; determining age and height of horses; caring for blemishes and unsoundnesses; grooming horses; identifying gaits of horses; identifying safety practices; and formulating a ration using the Pearson Square Method. (YLB).

ED 210 431 CE 030 488

Business Education. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla. Ridge Vocational-Technical Center, Winter Haven, Fla

Spons Agency — Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date — 80

Note — 532p.; For related documents see CE 030 479-489

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF02/PC22 Plus Postage

Descriptors — *Business Communication, *Business English, *Job Application, *Office Machines, *Office Occupations Education, *Reprography, Behavioral Objectives, Business Correspondence, Business Education, Competency Based Education, Contracts, Employment Interviews, Equipment Utilization, Filing, Individualized Instruction, Language Usage, Learning Activities, Learning Modules, Performance Tests, Portfolios Background Materials, Recordkeeping, Secondary Education, Telephone Communications Systems, Typewriting, Vocational Education

Identifiers — Business Law, Florida

These 38 learning guides are self-instructional packets for 38 tasks identified as essential for performance on entry-level jobs in business

education. Each guide is based on a terminal performance objective (task) and 1-7 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include processing mail; copying and duplicating; answering incoming and placing outgoing calls; filing and retrieving materials; describing specialized filing and storage systems; classifying crimes and torts; identifying elements of contracts; transfering and discharging contracts; operating IBM memory typewriter, electronic selectric composer, IBM executive typewriter; preparing a resume; writing letters of application; completing application form; participating in job interview; demonstrating knowledge of job success; using dictionary; spelling and defining business and consumer terms; identifying parts of speech; constructing simple sentences; punctuating; composing and typing memorandum and letters of request, transmittal, acknowledgment, and response. (YLB).

ED 210 432 CE 030 489

Clothing Production. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla. Ridge Vocational-Technical Center, Winter Haven, Fla

Spons Agency — Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date — 80

Note — 530p.; For related documents see CE 030 479-488

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF02/PC22 Plus Postage

Descriptors — *Clothing Instruction, *Competency Based Education, *Needle Trades, *Occupational Home Economics, *Sewing Instruction, Behavioral Objectives, Home Economics, Individualized Instruction, Learning Activities, Learning Modules, Performance Tests, Secondary Education, Vocational Education

Identifiers — Embroidery, Florida

These 59 learning guides are self-instructional packets for 59 tasks identified as essential for performance on an entry-level job in clothing production. Each guide is based on a terminal performance objective (task) and 2-5 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include sewing a skirt, tie, dress, trousers, lingerie, shirt, pants, jumper, children's clothing; constructing belts, fabric buttons and loops, darts, seams, gathers, shirring, pleats, tucks, pockets, collar and cuffs, facings, interfacing, seam finishes, bound buttonholes; preparing bias; matching plaids and stripes; applying fasteners, elastic, buttonholes, zippers, stay stitching, hem finishes, waistbands, appliques, decorative machine stitching, hand embroidery, linings and underlinings, trims; setting in sleeves; attaching buttons; marking, laying out, cutting fabric; altering a pattern; hemming; preparing fabric; interpreting pattern envelope, guide sheet, and pieces; identifying dyeing and printing methods, fabric construction, fibers, finishes, sewing tools; taking body measurements; pressing garments; and operating sewing machine. (YLB).

ED 210 434 CE 030 507

Barnes, Harry M. And Others

Industrial Arts Curriculum Guide — Middle School.

Prince George's County Public Schools, Upper Marlboro, Md

Report No. — PGIN-7690-0704

Pub Date — 81

Note — 108p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC05 Plus Postage

Descriptors — *Course Descriptions, *Course Objectives, *Industrial Arts, *Learning Activities, *Middle Schools, Behavioral Objectives, Building Trades, Course Content, Curriculum Guides, Energy, Graphic Arts, Instructional Materials, Manufacturing, Student Evaluation, Teaching Guides, Teaching Methods, Transportation, Visual Aids

This guide contains information needed for teaching the required seventh and eighth grade industrial arts exploration course in the middle schools of Prince George's County Public Schools, Upper Marlboro, Maryland. Introductory activities are included for the four broad high school areas of graphic communications, manufacturing, energy and transportation, and construction. The curriculum guide is organized into four sections. The first section describes the mission of industrial arts in the middle school program. Section 2 provides suggestions for using the middle school schedule effectively, and for accommodating all students in a required course. The remaining two sections present the information used by teachers in implementing the seventh and eighth grade courses. For each level, course descriptions, course objectives, instructional strategies and resources, plans for teacher direction and student participation, and student evaluation information are included. Appendixes to each grade level course contain worksheets, quizzes, handouts, transparency masters, learning activity packages, and evaluation record sheets. (KC).

ED 210 442 CE 030 597

Cooperative Agricultural Education. Teacher/Coordinator Handbook.

New York State Education Dept. Albany. Bureau of Agricultural Education

Pub Date — 81

Note — 37p

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Agricultural Education, *Cooperative Education, *Program Implementation, *Vocational Education, Agricultural Occupations, Employment Opportunities, High Schools, Instructor Coordinators, Job Skills, Needs Assessment, Program Development, Recordkeeping, School Business Relationship, Secondary Education, Student Records, Student Recruitment, Supervised Farm Practice, Teacher Role, Vocational Education Teachers, Work Experience Programs

Identifiers — Supervised Occupational Programs

This guide provides the agriculture teacher or cooperative coordinator with an overview of and information on planning and operating cooperative agricultural education programs. Introductory materials discuss supervised occupational experience (SOE) in general and cooperative agricultural education in particular and compare components of three types of SOE in agriculture. The section on program planning considers these topics: role of work experience coordinator and teacher, initiating a program (guidelines, registration requirements, program planning), jobs in agriculture, and determining agricultural employment needs. Areas covered in the section on program operation include recruiting students, locating agricultural employers, providing related instruction, hazardous occupations, unique characteristics of agricultural employment, minimum wage standards, agriculture skills and competencies, training plans, training agreements, evaluation, agricultural experience records, and youth leadership opportunities. Appendixes contain these sample forms: training plan, training agreements (work experience and business enterprise), employer rating form, and employability profile. (YLB).

ED 210 455 CE 030 627

Selman, Mary And Others

English as a Second Language for Adults: A Curriculum Guide.

British Columbia Dept. of Education, Victoria

Pub Date — 81

Note — 1,116p

Available from — Publication Services Branch, Ministry of Education, 878 Viewfield Rd. Victoria, British Columbia, Canada V9A 4V1 ($10.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF08/PC45 Plus Postage

Descriptors — *Adult Education, *Communicative Competence Languages, *English Second Language, *Second Language Instruction, Behavioral Objectives, Curriculum Guides, Dialogs Language, Foreign Countries, Immigrants, Learning Activities, Lesson Plans, Non English Speaking, Student Evaluation, Units of Study

Identifiers — Canada

To help improve English as a Second Language (ESL) programs for adult learners, this curriculum guide provides informative materials for the teacher and 30 sections of lessons suitable for adaptation by the teacher. Teacher information includes materials on language teaching and learning, use of the guide, needs assessment, adapting lesson plans, getting started with beginners, special problems in ESL classes, assessment for placement, resources, and an excerpt on language functions. Each of the 30 sections is developed around a language function (asking, clarifying and correcting, identifying, reporting). In each section six units outline realistic situations in which the functions operate and which relate to each of the six different adult roles for which the learners need English (consumer, citizen, community member, worker, learner, family member). Each section contains a unit outline for one adult role, sample lesson for the unit (objectives, skills, process, and devices), five unit outlines (one for each of the other roles), and a summary of the situation with the accompanying language and cultural components. Representative unit titles are "It Was a 20" Colour T.V." "I Had an Operation for Appendicitis in 1972," "So, Never on an Empty Stomach," and "Whose Crew Were You On? ". (YLB).

ED 210 457 CE 030 644

Albracht, James, Ed

Animal Science Basic Core Curriculum. Kansas Postsecondary Farm and Ranch Management Project.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date — 80

Note — 1,012p.; For related documents see CE 030 645 and ED 199 475

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF07/PC41 Plus Postage

Descriptors — *Agricultural Education, *Animal Husbandry, *Core Curriculum, *Farm Management, *Livestock, Agricultural Production, Course Objectives, Curriculum Guides, Instructional Materials, Learning Activities, Postsecondary Education, Transparencies

Thirty-six units of instruction are included in this core curriculum in animal science for postsecondary farm and ranch management programs. Units of instruction are divided into seven instructional areas: (1) Livestock Types, (2) Livestock Programs, (3) Nutrition, (4) Animal Health, (5) Animal Breeding, (6) Animal Improvement, and (7) Livestock Facilities. Each unit follows a typical format that includes terminal objectives, specific transparency masters, assignment sheets, and tests. (BPB).

ED 210 458 CE 030 645

Albracht, James, Ed

Farm Management Basic Core Curriculum. Kansas Postsecondary Farm and Ranch Management Project.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency — Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date — 80

Note — 837p.; Not available in paper copy due to colored paper. For related documents see CE 030 644 and ED 199 475

Available from — Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF05 Plus Postage. PC Not Available from EDRS

Descriptors — *Agricultural Education, *Agricultural Production, *Core Curriculum, *Farm Management, *Money Management, *Vocational Education, Course Objectives, Curriculum Guides, Farmers, Farm Labor, Instructional Materials, Learning Activities, Marketing, Postsecondary Education, Recordkeeping, Taxes, Transparencies

Thirty-five units of instruction are included in this core curriculum in farm management for postsecondary farm and ranch management programs. Units of instruction are divided into 12 instructional areas: (1) Introduction to Financial Management, (2) Farm Business Arrangement, (3) Credit Management, (4) Budgeting, (5) Recordkeeping, (6) Record Analysis, (7) Labor Management, (8) Marketing, (9) Tax Management, (10) Risk Management, (11) Farm Business Center, and (12) Estate Planning. Each unit follows a typical format that includes terminal objectives, specific objectives, suggested activities, instructional materials, information sheets, transparency masters, assignment sheets, and tests with answer sheets. (BPB).

ED 210 459 CE 030 646

Mid-Management Guide for Post Secondary Marketing and Distributive Education. AVTS and Community College.

Emporia State Univ. Kans

Pub Date — 81

Note — 42p

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Business Administration, *College Curriculum, *Community Colleges, *Course Descriptions, *Middle Management, *Vocational Schools, Administrator Education, Administrator Guides, Competence, Competency Based Education, Course Content, Courses, Curriculum Design, Curriculum Guides, Curriculum Research, Management Development, Regional Schools, Technical Institutes, Two Year Colleges, Vocational Education

This curriculum guide is intended to aid community colleges, area vocational technical schools, and other institutions that provide mid-management educational programs in the state ofKansas to eliminate duplication between various institutions and to provide standard titles and standard content from institution to institution. Following an introduction, the curriculum guide is divided into the following parts: (1) an overall mid-management common core curriculum as the basis for all mid-management programs; (2) the mid-management-related competency core — competencies essential to mid-management that are not necessarily management courses: communication, mathematics, and human relations; (3) the overall mid-management curriculum, including the summary ofthe core curricula, the specialized courses, and the general education requirements for a two-year maximum program of 62 credit hours; (4) the mid-management specialized core, in three general areas — production and manufacturing, marketing andretailing, and service; (5) a sample curriculum for one- and two-year programs; (6) suggested course descriptions for the core curricula courses and for at least part of the marketing and retailing specialized cores. Course descriptions contain the course names, the typical length of the course, alternate titles, examples of course content, prerequisites, and the typical level offered — either freshman or sophomore. (KC).

ED 210 461 CE 030 710

Johnson, Kay

Parenthood Education.

Alabama State Dept. of Education, Montgomery. Home Economics Service

Pub Date — 81

Note — 138p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC06 Plus Postage

Descriptors — *Educational Resources, *Family Life, *Learning Activities, *Parenthood Education, *Parent Responsibility, *Parent Role, Behavioral Objectives, Birth, Child Abuse, Child Development, Child Neglect, Child Rearing, Competence, Competency Based Education, Congenital Impairments, Course Content, Family Relationship, Home Economics, Learning Modules, Marriage, Money Management, Nutrition, Pregnancy, Secondary Education

Identifiers — Alabama

This publication is a guide for teachers who conduct parenthood education classes as part of the secondary consumer and home economics program in Alabama. The parenthood education program guide is divided into four units covering the following competencies: understanding the family; developing maturity and independence; developing parenting knowledge and skills; and special concerns of parenthood. Subjects discussed within the units include a broad range of marriage, family life and parenting topics, such as life cycles, family roles, community responsibilities, establishing an independent family unit, decision making, parenting options, parenting readiness, finances, life goals,

pregnancy and childbirth, birth defects, nutrition, baby care, child development, special needs children, and child abuse and neglect. For each of the four competencies, the unit contains enabling objectives that should be attained by the students and an outline of the content to be taught, correlated with suggested learning experiences and resources. An annotated resource list completes the package. (KC).

ED 210 471 CE 030 732

Countryman, Gene L.

Builder 3 & 2. Naval Education and Training Command Rate Training Manual and Nonresident Career Course. Revised.

Naval Education and Training Program Development Center, Pensacola, Fla

Report No. — NAVEDTRA-10648-G

Pub Date — 81

Note — 798p.; Photographs will not reproduce well

Pub Type — Books (010). Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF05/PC32 Plus Postage

Descriptors — *Cement Industry, *Construction Process, *Construction Management, *Masonry, *Trade and Industrial Education, *Woodworking, Behavioral Objectives, Building Trades, Correspondence Study, Finishing, Flooring, Independent Study, Learning Activities, Military Training, Painting Industrial Arts, Postsecondary Education, Roofing, Textbooks

Identifiers — Navy

This Rate Training Manual (Textbook) and Nonresident Career Course form a correspondence, self-study package to provide information related to tasks assigned to Builders Third and Second Class. Focus is on constructing, maintaining, and repairing wooden, concrete, and masonry structures, concrete pavement, and waterfront and underwater structures; performing rough and finish carpentry; erecting or repairing waterfront structures, wooden and concrete bridges and trestles; fabricating and erecting forms; mixing, placing, and finishing concrete; laying and setting masonry; and painting or varnishing new and refinished surfaces. The 16 chapters in the text are Construction Administration; Drawings and Specifications; Woodworking Shop and Field Tools; Woodworking: Materials and Methods; Fiber Line, Wire Rope, and Scaffolding; Leveling, Grading, and Excavating; Concrete; Masonry; Light Frame Construction: Floor and Wall; Roof Framing; Exterior Finish; Interior Finish; Plastering; Stuccoing, and Ceramic Tile; Paints and Preservatives; Advanced Base Field Structures; and Heavy Construction. The Nonresident Career Course follows the index. It contains 18 assignment and learning objectives with related sets of teaching items to be answered. Learning objectives and items are based on subject matter or study material in the textbook. (YLB).

ED 210 492 CE 030 761

Clayton, Dean And Others

Arkansas' Junior Executive Training Curriculum Guide.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education. Arkansas Univ. Fayetteville. Dept. of Vocational Education

Spons Agency — Arkansas State Board of Vocational Education, Little Rock

Pub Date — 81

Note — 187p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC08 Plus Postage

Descriptors — *Business Administration, *Business Education, *Leadership, *Learning Activities, Behavioral Objectives, Business, Business Communication, Business Skills, Competence, Computer Science, Course Content, Course Objectives, Curriculum Guides, Grade 12, High Schools, Learning Modules, Management Development, Management Games, Managerial Occupations, Microcomputers, Personnel Management, Recordkeeping, Taxes, Teaching Guides, Vocational Education

Identifiers — Arkansas, Entrepreneurship, Small Business Management

This curriculum guide is designed to help teachers conduct courses on small business management and entrepreneurship to high school seniors in Arkansas. The program focuses upon the managerial process, examining the functions of planning, organization, staffing, directing, and controlling as related to the activities and responsibilities of the supervisor or administrator. Instruction in accounting procedures can be included, and leadership development, positive self-image, and attitudinal training are componenets of the curriculum. In addition, data processing concepts and microcomputer training are included. Because of the need for better management skills for small business owners, the management component of the program emphasizes small business ownership. Units include advantages and disadvantages of ownership of different types of business, how to start a business, internal organization, financial records, managerial functions, personnel selection and supervision, government regulations, and taxes. The content of the guide is divided into six major parts, organized in 19 units. Each unit contains a unit objective and specific objectives; learning activities and teaching suggestions; and references to books, films, free handout materials, and other resources. A special section contains enrichment projects and special projects including computerized business games and an "establish yourown business" project. Appendixes to the guide contain a checklist for organizing and operating a small business, and lists of materials available from the Small Business Administration. (KC).

ED 210 493 CE 030 762

Drabek, Jane

Developing a Reading Sequential Competency System. A Guide for ABE Instructors.

Walla Walla Community Coll. Wash

Spons Agency — Washington State Office of the State Superintendent of Public Instruction, Olympia. Div. of Adult Education and Community Schools

Pub Date — 80

Note — 298p.; Some pages may not reproduce clearly because of faint or small print

Available from — Director of Adult Education, Superientendent of Public Instruction, 7510 Armstrong St. S.W. M/S FG-11, Tumwater, WA 98504

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC12 Plus Postage

Descriptors — *Adult Basic Education, *Adult Reading Programs, *Individualized Instruction, *Program Implementation, *Reading Diagnosis, *Reading Skills, Adult Literacy, Behavioral Objectives, Check Lists, Competence, Instructional Materials, Learning Activities, Phonics, Program Content, Program Descriptions, Reading Instruction, Reading Tests, Recordkeeping

Identifiers — ABE Reading Sequential Competency System, Reading Management

Intended for use by adult basic education (ABE) instructors who are organizing or reorganizing their reading programs for individualized instruction, this guide outlines the ABE Reading Sequential Competency System (SCS). The main benefits of this particular system for reading are that it delineates a sequence of reading skills, allows the illiterate or functionally illiterate adult the flexibility of having instruction on an individualized basis with open-entry open-exit options, and provides for accountability in reading instruction. Described in the guide are the following aspects of the SCS system: (1) the assessment process (initial assessment, continuous assessment, assessment of growth) (2) program components (Checklist of reading skills, student competencies, pretests, the prescription form, cross references of materials, mastery checks); and (3) organizational and recordkeeping features. Commercial student materials used in the program and addresses of publishers of these materials are listed. Appended to the report are a complete collection of the student competencies, pretests, and mastery checks as well as all the components for two selected skills (long and short vowels) and worksheets designed for SCS. (MN).

ED 210 501 CE 030 773

Chemistry for Energy Technology I. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 243p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $12.50 for entire course)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Chemistry, *Climate Control, *Energy Conservation, *Power Technology, *Technical Education, Adult Education, Air Conditioning, Air Pollution, Behavioral Objectives, Chemical Reactions, Course Descriptions, Courses, Energy, Glossaries, Heating, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, Refrigeration, Safety, Two Year Colleges

Identifiers — Chemical Calculations, Chemical Structure

This course in chemistry for energy technology is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of five modules, the course is designed with a special emphasis on all aspects of chemistry as it relates to the work of an energy technician. Basic chemical information and techniques are presented. (Chemistry for Energy Technology II is available separately as CE 030 777.) Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Safety in Chemical Operations; Structure of Matter; Chemical Equations and Calculations; Refrigeration, Gases, and Air Pollution; and Solutions. (YLB).

ED 219 502 CE 030 774

Fundamentals of Energy Technology. Energy Technology Series.
Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 81
Contract — 300-78-0551
Note — 290p.; For related documents see CE 030 771-789 and ED 190 746-761
Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $17.50 for entire course.)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Energy, *Energy Conservation, *Fuels, *Occupational Information, *Power Technology, *Technical Education, Adult Education, Annotated Bibliographies, Behavioral Objectives, Course Descriptions, Courses, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Pollution, Postsecondary Education, Resource Materials, Two Year Colleges
Identifiers — Energy Audits, Energy Consumption

This course in fundamentals of energy technology is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is designed as an overview of the entire energy field. It discusses energy fuels, production schemes, area of utilization, environmental considerations, and conservation/audit principles. Geared more to the seminar approach, the course also provides career visibility and rationale for including each course in the curriculum. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Energy Technology, Sources of Energy: I and II, Uses of Energy, Energy Analysis, and Energy and the Environment. The last module is an Energy Resource Guide that includes an annotated bibliography of print and non-print resources, explanation of the curriculum, examples of projects, and a glossary. (YLB).

ED 210 503 CE 030 775

Microcomputer Operations. Energy Technology Series.
Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 81
Contract — 300-78-0551
Note — 259p.; For related documents see CE 030 771-789 and ED 190 746-761
Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $17.50 for entire course)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Energy, *Energy Conservation, *Microcomputers, *Power Technology, *Programing, *Technical Education, Adult Education, Behavioral Objectives, Computer Storage Devices, Course Descriptions, Courses, Data Collection, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, Programing Languages, Two Year Colleges
Identifiers — BASIC Programing Language

This course in microcomputer operations is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-yearpostsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course covers the operation and programming of microcomputers. Focuses include general concepts (computer codes, binary arithmetic, computer parts), their application to typical energy-related data-gathering and control problems, disk-based systems, energy conservation, and BASIC programming. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Computer Codes, Microcomputer Architecture, Microcomputer Applications, Disk-Based Operating Systems, Energy Applications of Microcomputers, Introduction to BASIC, and BASIC Programming. (YLB).

ED 210 504 CE 030 776

Microcomputer Hardware. Energy Technology Series.
Technical Education Research Centre-Southwest, Waco, Tex
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 80
Contract — 300-78-0551
Note — 216p.; For related documents see CE 030 771-789 and ED 190 746-761
Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $17.50 for entire course)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Analog Computers, *Digital Computers, *Energy, *Microcomputers, *Power Technology, *Technical Education, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Energy Conservation, Glossaries, Input Output, Input Output Devices, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, Two Year Colleges
Identifiers — Conversion (Format), Troubleshooting

This course in microcomputer hardware is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-yearpostsecondary technical institutions to prepare technicians for employment, the courses

are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course surveys integrated circuit logic, common electrical and logical digital interfacing techniques, techniques for getting digital and analog data into and out of microcomputers, applications of these techniques to actual control problems, data communication ideas, and microcomputer troubleshooting techniques. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Digital Components, Semi-Conductor Logic Families, Input/Output Devices and Techniques, Analog/Digital Conversion, Data Communication, Bus Systems, and Troubleshooting Microcomputer Components. (YLB).

ED 210 505 CE 030 777

Chemistry for Energy Technology II. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 250p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $15.00 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Chemistry, *Energy, *Fuels, *Power Technology, *Technical Education, *Thermodynamics, Adhesives, Adult Education, Behavioral Objectives, Ceramics, Course Descriptions, Courses, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Lubricants, Metals, Nuclear Energy, Plastics, Postsecondary Education, Solar Radiation, Two Year Colleges

Identifiers — Corrosion, Electrochemistry

This course in chemistry for energy technology is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of six modules, the course is designed with a special emphasis on all aspects of chemistry as it relates to the work of an energy technician. Basic chemical information and techniques are presented. (Chemistry for Energy Technology I is available separately as CE 030 773.) Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Corrosion and Electrochemistry; Metals and Ceramics; Thermodynamics and Thermochemistry; Fuels; Plastics, Adhesives, and Lubricants; and Nuclear Chemistry. (YLB).

ED 210 506 CE 030 778

Energy Production Systems. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 260p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $17.50 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Energy, *Fuel Consumption, *Fuels, *Power Technology, *Technical Education, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Energy Conservation, Engines, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, Solar Radiation, Two Year Colleges

Identifiers — Energy Consumption

This course in energy production systems is one of 15 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-yearpostsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is an in-depth technical study of the processes and equipment used to convert fuels and energy resources into useful energy forms (electricity, heat, motion). The first four modules emphasize fuels and energy sources, examine their properties, and describe how they are used to produce steam and hot water. The final three modules emphasize how energy is used. Written by a technical expert and approved by industry, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Generation of Steam and Hot Water Using Solid Fuels; Generation of Steam and Hot Water Using Liquid and Gaseous Fuels; Generation of Steam, Hot Water, and Hot Air Using Solar Collectors; Generation of Steam and Hot Water Using Nuclear and Experimental Power Sources; Combustion Engines; Turbines; and Production of Electricity. (YLB).

ED 210 507 CE 030 779

Electromechanical Devices. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 177p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $17.50 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Electric Circuits, *Electric Motors, *Electromechanical Aids, *Energy, *Power Technology, *Technical Education, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, Two Year Colleges

Identifiers — Alternating Current, Alternators, Direct Current, Energy Conversion, Transformers

This course in electromechanical devices is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-yearpostsecondary institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is designed to provide a working knowledge of control elements in electrical circuits, transformers, motors, and generators. Topics presented include switches, circuit breakers, relays, fuses, transformers, d.c. and a.c. motors, and generators. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Electromechanical Devices — An Introduction, Control Elements in Electrical Circuits, Transformers, Generators and Alternators, D.C.

Motors and Controls, A.C. Motors and Controls, and Synchromechanisms. (YLB).

ED 210 508 CE 030 780

Mechanical Devices and Systems. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 284p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $20.00 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Energy, *Energy Conservation, *Power Technology, *Technical Education, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Equipment Maintenance, Glossaries, Industry, Laboratory Experiments, Learning Activities, Learning Modules, Mechanical Equipment, Postsecondary Education, Two Year Colleges

Identifiers — Belts (Mechanics), Chains (Mechanics), Energy Consumption, Power Transmission, Troubleshooting, Valves

This course in mechanical devices and systems is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course is an in-depth study of the principles, concepts, and applications of various mechanisms that may be encountered in industrial application of energy use and conservation. Operational procedures, uses, maintenance, troubleshooting, and repair and replacement procedures are covered. The application portions of the modules emphasize practical maintenance and installation of equipment and specification of proper replacement components for manufacturers' catalogs. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Belt Drives, Chain Drives, Gear Drives, Drive Train Components I and II, Linkages, Fans and Blowers, and Valves. (YLB).

ED 210 509 CE 030 781

Fluid Power Systems. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 227p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $20.00 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Energy, *Fluid Mechanics, *Hydraulics, *Power Technology, *Technical Education, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Maintenance, Postsecondary Education, Repair, Two Year Colleges

Identifiers — Energy Conversion, Fluids, Pumps, Troubleshooting

This course in fluid power systems is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-yearpostsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course provides an overview of fluid power technology and a working of each of the components used in fluid power circuits. Hydraulic and pneumatic systems are discussed with emphasis placed on troubleshooting and maintenance procedures involved in each. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Introduction and Fundamentals of Fluid Power Properties and Characteristics; Fluid Storage, Conditioning, and Maintenance; Pumps and Compressors; Actuators and Fluid Motors; Fluid Distribution and Control Devices; Fluid Circuits; and Troubleshooting Fluid Circuits. (YLB).

ED 210 510 CE 030 782

Electrical Power and Illumination Systems. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 320p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $20.00 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Electrical Systems, *Electricity, *Energy, *Lighting, *Power Technology, *Technical Education, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Efficiency, Electric Circuits, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Light, Postsecondary Education, Two Year Colleges

Identifiers — Electrical Wiring, Energy Management, Power Transmission ns to r repare technicians for employment, the courses are also useful in ndustry for updating employees in company-sponsored training programs. Comprised of eight modules, the course is designed to provide the student with a practical knowledge of electrical power, distribution systems, and illumination systems. The students practice electrical measurement, wiring methods, illumination measurement, and circuit control and are provided with an overview of the parts of the electrical distribution system. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Efficiencies of Electrical Power Distribution Systems, Electrical Power Transmission and Distribution, Industrial Electrical Distribution, Residential Electrical Distribution, Electrical Energy Management, Fundamentals of Illumination, Light Sources, and Efficiency in Illumination Systems. (YLB).

ED 210 511 CE 030 783

Electronic Devices and Systems. Energy Technology Series.

Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 80

Contract — 300-78-0551

Note — 267p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $17.50 for

entire course)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Electric Circuits, *Electronic Equipment, *Electronics, *Energy, *Power Technology, *Technical Education, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, Two Year Colleges
Identifiers — Integrated Circuits, Solid State (Electronics), Troubleshooting

This course in electronic devices and systems is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is designed to provide the student with a working knowledge of modern electronic devices and the circuits in which they are employed. Electronic troubleshooting techniques are stressed. Topics covered include rectifiers, transistors, SCRs and triacs, vacuum and gaseous tubes, filters, amplifier circuits, operational amplifiers, noise reduction, digital circuits, and display devices. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Concepts and Applications of Input and Output, Vacuum Tubes, Solid State Devices, Integrated Circuits, Indicators and Displays, Digital Techniques, and Analog and Digital Systems. (YLB).

ED 210 512 CE 030 784

Energy Conservation. CORD Energy Technology Series.
Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 81
Contract — 300-78-0551
Note — 322p.; For related documents see CE 030 771-789 and ED 190 746-761
Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $17.50 for entire course)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Climate Control, *Energy, *Energy Conservation, *Power Technology, *Technical Education, Adult Education, Air Conditioning, Behavioral Objectives, Building Design, Construction Process, Course Descriptions, Courses, Efficiency, Electric Motors, Fuel Consumption, Glossaries, Heating, Laboratory Experiments, Learning Activities, Learning Modules, Lighting, Postsecondary Education, Two Year Colleges
Identifiers — Energy Consumption

This course in energy conservation is one of 16 courses in the Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is designed to give the student technical knowledge and specific skills required to perform conservation measures relative to the most common energy uses. The student learns and utilizes the basic principles of energy conservation and efficiency. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Energy Conservation — An Introduction, Conservation Principles and Efficiency Measurements(CPEM) — Space Heating, CPEM — Space Cooling, CPEM — Hot Water andSteam Supply Systems, CPEM — Illumination, CPEM — Electric Motors, and CPEM — Building Construction. (YLB).

ED 210 513 CE 030 785

Heating, Ventilating, and Air Conditioning. Energy Technology Series.
Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 81
Contract — 300-78-0551
Note — 347p.; For related documents see CE 030 771-789 and ED 190 746-761
Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $20.00 for entire course)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Air Conditioning, *Energy, *Heating, *Power Technology, *Technical Education, *Ventilation, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Efficiency, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, Refrigeration, Refrigeration Mechanics, Two Year Colleges

This course in heating, ventilating, and air conditioning is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course is designed to develop an understanding of air conditioning and heating systems and their characteristics, applications, and limitations. It presents the basics of such systems and factors affecting the selection and efficient operation of both commercial and residential heating and air conditioning equipment. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Basic Refrigeration Cycle, System Types, Refrigeration Equipment, Residential Heating Equipment, Boilers for Heating Applications, Piping, Air Handling Equipment, and Psychrometrics. (YLB).

ED 210 514 CE 030 786

Technical Communications. Energy Technology Series.
Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 81
Contract — 300-78-0551
Note — 285p.; For related documents see CE 030 771-789 and ED 190 746-761
Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $20.00 for entire course)
Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Energy, *Power Technology, *Speech Communication, *Technical Education, *Technical Writing, Abstracting, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Descriptive Writing, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, Research Reports, Speech Skills, Two Year Colleges, Writing Skills

This course in technical communications is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-yearpostsecondary technical institutions to prepare technicians for employment, the courses

are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course shows the technician how to develop ideas in a clear, organized fashion. The exercises provided help the student practice writing and speaking skills that will not only aid him/her in the transfer of information, but also have an effect on his/her advancement. Written by a technical expert and approved by industry representatives, each module contains the follwing elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references and glossary. Module titles are Introducing Technical Communications, Conducting and Reporting Research, Writing Outlines and Abstracts, Writing Definitions, Describing Mechanisms, Describing a Process, Performing Oral and Visual Presentations, and Putting Skills Into Practice: Formal Report and Presentation. (YLB).

ED 210 515 CE 030 787

Instrumentation and Control. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex. Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 277p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $20.00 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Climate Control, *Energy, *Measurement, *Power Technology, *Technical Education, Adult Education, Air Conditioning, Behavioral Objectives, Course Descriptions, Courses, Electricity, Energy Conservation, Fluid Mechanics, Glossaries, Heating, Laboratory Experiments, Learning Activities, Learning Modules, Manufacturing, Postsecondary Education, Pressure Physics, Temperature, Two Year Colleges

Identifiers — Boilers, Control Systems (Mechanical), Electric Power Generation, Industrial Processes, Transducers

This course in instrumentation and controls is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course is designed to provide the student with practical knowledge and skills in the specification, use, and calibration of measuring devices and the principles and applications of automatic control process. A detailed examination is made of control systems for electrical power production, heating, air conditioning, and manufacturing. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Principles of Process Control, Instruments for Fluid Measurements — Pressure and Level, Fluid Flow Measurement, Instruments for Mechanical Measurement, Pneumatic Controls, Automatic Control Systems, and Boiler and Other Special Control Systems. (YLB).

ED 210 516 CE 030 788

Energy Economics. Energy Technology Series.

Technical Education Research Centre-Southwest, Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 80

Contract — 300-78-0551

Note — 215p.; For related documents see CE 030 771-789 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per Module; $12.50 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Cost Effectiveness, *Economics, *Energy, *Energy Conservation, *Power Technology, *Technical Education, Adult Education, Behavioral Objectives, Costs, Course Descriptions, Courses, Evaluation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, Two Year Colleges

Identifiers — Alternative Energy Sources

This course in energy economics is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-yearpostsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of five modules, the course is designed to familiarize the student with the energy-conserving and cost-saving measures that areavailable, as well as the analysis techniques that are necessary for accurate evaluation of energy projects. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Fundamentals of Energy Cost Analysis, Financial Parameters of Energy Economics, Financial Techniques of Energy Economics, Economics of Energy Alternatives, and Economic Analysis and Energy Conservation Projects. (YLB).

ED 210 517 CE 030 789

Energy Audits. Energy Technology Series.

Center for Occupational Research and Development, Inc. Waco, Tex

Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date — 81

Contract — 300-78-0551

Note — 615p.; For related documents see CE 030 771-788 and ED 190 746-761

Available from — Center for Occupational Research and Development, 601 Lake Air Dr. Waco, TX 76710 ($2.50 per module; $27.50 for entire course)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF03 Plus Postage. PC Not Available from EDRS

Descriptors — *Energy, *Energy Conservation, *Power Technology, *Technical Education, Adult Education, Air Conditioning, Behavioral Objectives, Building Design, Course Descriptions, Courses, Glossaries, Heating, Laboratory Experiments, Learning Activities, Learning Modules, Lighting, Postsecondary Education, Solar Radiation, Two Year Colleges, Ventilation, Workbooks

Identifiers — Energy Audits, Energy Management

This course in energy audits is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-yearpostsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of 11 modules, the course overviews the purpose, objectives, and mechanics of the energy audit process. Full background and procedural instructions precede case studies and laboratory practice in auditing. In the final module the students undertake audit analyses and recommend remedial actions based on analyses of their practice audits. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Total Energy Management, Elements of an Energy Audit, Energy Audit Procedures and Analyses, Building Systems, Lighting Systems, Auditing HVAC Systems — Parts I and II, Auxiliary Equipment Systems, Process Energy Systems, Applications of Solar Energy, and Energy Audit Workbook. (YLB).

ED 210 527 CE 030 819

Miller, Donna Becker, William J.

Low Energy Technology. A Unit of Instruction in General Energy Concepts.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Pub Date — 80

Note — 39p.; For related documents see CE 030 820-829

Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Conservation Education, *Energy, *Energy Conservation, *Natural Resources, Agribusiness, Behavioral Objectives, Course Content, Curriculum Guides, Depleted Resources, Extension Education, Fuel Consumption, Fuels, High Schools, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Teaching Guides, Test Items, Transparencies, Visual Aids

Identifiers — Energy Consumption, Energy Conversion, Energy Crisis, Energy Development, Energy Requirements, Florida

This unit of instruction on general energy concepts was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with students and adults. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This unit is organized into three modules: (1) What Is Energy? ; (2) Energy Consumption; and (3) Energy Problems and Conflicts. Topics covered in the unit include defining energy; sources of energy; conversion of energy into usable forms; advantages and disadvantages of different sources of energy; most widely used sources of energy; worldwide and Florida energy consumption and sources; and energy problems and solutions. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 528 CE 030 820

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Lighting.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Pub Date — 80

Note — 35p.; For related documents see CE 030 819-829

Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.00)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Conservation Education, *Energy Conservation, *Lighting, Behavioral Objectives, Course Content, Curriculum Guides, Extension Education, High Schools, Home Economics, Home Management, Instructional Materials, Learning Activities, Learning Modules, Teaching Guides, Test Items, Transparencies, Visual Aids

Identifiers — Energy Consumption, Florida

This unit of instruction on home management of lighting was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include the differences between incandescent and fluorescent lighting, methods of conserving energy used for lighting, efficient use of different types of light bulbs for various tasks, and amount of lumens per square foot required for various tasks. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 529 CE 030 821

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Home Energy Usage and Conservation.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Pub Date — 80

Note — 49p.; For related documents see CE 030 819-829

Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.20)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Conservation Education, *Energy Conservation, *Family Environment, *Home Management, Air Conditioning, Behavioral Objectives, Course Content, Curriculum Guides, Depleted Resources, Extension Education, Fuel Consumption, Heating, Home Economics, Housing, Instructional Materials, Learning Activities, Lighting, Secondary Education, Teaching Guides, Test Items, Transparencies

Identifiers — Energy Consumption, Energy Requirements, Florida

This unit of instruction on home energy usage and conservation was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include major uses of energy in the home; energy waste; energy audits; low cost energy conservation practices; and methods of reducing costs for air conditioning, heating, water heating, cooking, lighting, and doing laundry. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 530 CE 030 822

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Single Family Homes — Multi-Family Homes — Mobile Homes.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Pub Date — 80

Note — 45p.; For related documents see CE 030 819-829

Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.20)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Conservation Education, *Energy Conservation, *Facility Improvement, *Family Environment, *Housing, Behavioral Objectives, Construction Materials, Consumer Education, Course Content, Curriculum Guides, Depleted Resources, Extension Education, Fuel Consumption, Home Economics, Home Management, Housing Needs, Instructional Materials, Learning Activities, Secondary Education, Structural Elements Construction, Teaching Guides, Test Items, Transparencies

Identifiers — Apartments, Energy Requirements, Florida, Mobile Homes

This unit of instruction on selection and living styles for energy conservation in single-family and multi-family housing and mobile homes was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This instructional unit is organized in three modules: (1) Single Family Homes; (2) Multi-Family Homes; and (3) Mobile Homes. Topics covered include factors to consider in building, remodeling, or purchasing a single family home with regard to energy conservation; energy-related factors to consider in choosing an apartment; energy-related factors to consider in choosing the location for a mobile home; and improving the energy efficiency of a mobile home. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters,

and evaluation instruments. (KC).

ED 210 531 CE 030 823

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Insulation, Caulking & Weatherstripping.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Pub Date — 80

Note — 31p.; For related documents see CE 030 819-829

Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($0.90)

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Conservation Education, *Energy Conservation, *Facility Improvement, *Heat Recovery, *Housing, Behavioral Objectives, Construction Materials, Course Content, Curriculum Guides, Depleted Resources, Extension Education, Family Environment, Fuel Consumption, Home Economics, Home Management, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, Test Items, Transparencies

Identifiers — Energy Consumption, Florida, Insulation

This unit of instruction on insulation, caulking, and weatherstripping homes was designed for use by home economic teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include the purpose and results of proper insulation; four methods of insulating a house; advantages and disadvantages of various types of insulation materials; R values; how to insulate a house; cost of installing insulation; and materials and methods used in caulking and weatherstripping. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 532 CE 030 824

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Electrical Energy Usage.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Pub Date — 80

Note — 53p.; For related documents see CE 030 819-829

Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.50)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Conservation Education, *Electrical Appliances, *Electricity, *Energy Conservation, *Family Environment, Behavioral Objectives, Consumer Education, Course Content, Curriculum Guides, Extension Education, Fuel Consumption, Home Economics, Home Management, Housing, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, Test Items, Transparencies

Identifiers — Energy Consumption, Florida

This unit of instruction on electrical energy usage in the home was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include reading an electrical meter, computing the kilowatt hour usage of household appliances, determining the cost of operating household appliances, and selecting the most energy-efficient appliances by reading energy efficiency labels. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 533 CE 030 825

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Attitudes.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Pub Date — 80

Note — 45p.; For related documents see CE 030 819-829

Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.20)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Attitudes, *Conservation Education, *Consumer Economics, *Energy Conservation, *Family Environment, Behavioral Objectives, Consumer Education, Course Content, Curriculum Guides, Extension Education, Fuel Consumption, Futures of Society, Home Economics, Home Management, Instructional Materials, Learning Activities, Secondary Education, Student Attitudes, Teaching Guides, Test Items, Transparencies

Identifiers — Energy Consumption, Florida

This unit of instruction on attitudes, habits, and behaviors toward energy usage was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include identifying possessions and activities that are important to the individual; identifying behaviors, activities, and practices that individuals are willing to change to better manage and conserve energy; describing a desirable lifestyle for the future; and identifying alternative courses of action for conserving energy. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 534 CE 030 826

Low Energy Technology. A Unit of Instruction in Florida Agriculture. Crop Protection with Integrated Pest Management.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Pub Date — 81

Note — 174p.; For related documents see CE 030 819-829

Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($6.90)

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC07 Plus Postage

Descriptors — *Agricultural Production, *Conservation Education, *Energy Conservation, *Pesticides, *Plant Pathology, Agribusiness, Behavioral Objectives, Course Content, Curriculum Guides, Entomology, Extension Education, High Schools, Identification, Instructional Materials, Learning Activities, Learning Modules, Natural Resources, Teaching Guides, Test Items, Transparencies, Visual Aids

Identifiers — Energy Consumption, Florida, Pest Control

This unit of instruction on integrated pest management was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with adults and students. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This unit has been subdivided into seven subunits, each containing one to several modules. Topics covered in this unit include principles of integrated pest management; insect identification; scouting; monitoring and forecasting insect pests; preventive pest control practices; biological pest control; chemical controls; practical applications of the course content for insect, nematode, disease, and weed control; and energy saving concepts of pest control. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 535 CE 030 827

Olson, Jeanne A. Becker, William J.

Low Energy Technology. A Unit of Instruction in Citrus Production.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences
Pub Date — 81
Note — 110p.; For related documents see CE 030 819-829
Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($3.75)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC05 Plus Postage
Descriptors — *Agricultural Production, *Conservation Education, *Energy Conservation, Agribusiness, Behavioral Objectives, Course Content, Curriculum Guides, Extension Education, Instructional Materials, Learning Activities, Natural Resources, Secondary Education, Teaching Guides, Test Items, Transparencies
Identifiers — Citrus Farming, Energy Requirements, Florida, Pest Control

This unit of instruction on citrus production was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with adults and students. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This unit is organized into nine modules. Topics covered in the unit include energy usage, site planning, planting, grove operations, integrated pest management, fertilization, irrigation, cold protection, and harvesting and hauling the citrus crop. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 536 CE 030 828

Davis, George Scanlon, Dennis C.
Low Energy Technology. A Unit of Instruction on Energy Conservation in Field Crop Production.
Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences
Pub Date — 81
Note — 69p.; For related documents see CE 030 819-829
Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($2.50)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Conservation Education, *Energy Conservation, *Field Crops, Agribusiness, Agricultural Production, Behavioral Objectives, Course Content, Curriculum Guides, Extension Education, Instructional Materials, Learning Activities, Natural Resources, Secondary Education, Teaching Guides, Test Items, Transparencies
Identifiers — Energy Requirements, Florida, Pest Control

This unit of instruction on energy conservation in field crop production was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with adults and students. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This unit is organized into five modules. Topics covered in the unit include management practices that will reduce the energy required for crop production; tillage and no-tillage methods of crop production; irrigation; and pest control. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 537 CE 030 829

Utley, Michael Scanlon, Dennis C.
Low Energy Technology. A Unit of Instruction in Agricultural Economics. Planning for Energy Savings.
Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences
Pub Date — 81
Note — 73p.; For related documents see CE 030 819-828
Available from — Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($3.00)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Agricultural Education, *Budgeting, *Conservation Education, *Energy Conservation, *Farm Management, *Resource Allocation, Agribusiness, Behavioral Objectives, Course Content, Curriculum Guides, Extension Education, Fuel Consumption, High Schools, Instructional Materials, Learning Activities, Money Management, Natural Resources, Postsecondary Education, Teaching Guides, Test Items, Transparencies
Identifiers — Energy Consumption, Florida, Pest Control

This unit of instruction on farm management for energy savings was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with adults and students. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Suggested as supplemental curriculum material for a course on farm management, this unit is organized into four modules. Topics covered in the unit include the budgeting process; sample budgets, cultural practices for energy savings, integrating pest management; irrigation systems; and costs of equipment and fuel consumption. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC).

ED 210 557 CE 030 874

Grant, Jesse R. And Others
Aviation Support Equipment Technician (ASE 3 & 2 and ASM 3 & 2). Volume 1, Basics. Rate Training Manual and Nonresident Career Course.
Naval Education and Training Program Development Center, Pensacola, Fla
Report No. — NAVEDTRA-10325
Pub Date — 81
Note — 378p.; Photographs will not reproduce well
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01/PC16 Plus Postage
Descriptors — *Aviation Mechanics, *Equipment Maintenance, *Learning Activities, *Military Training, *Programed Instructional Materials, Aviation Technology, Aviation Vocabulary, Behavioral Objectives, Engines, Equipment, Fuels, Hand Tools, Independent Study, Learning Modules, Machine Tools, Maintenance, Mechanical Equipment, Mechanics Process, Postsecondary Education, Staff Development, Technical Occupations, Vocational Education
Identifiers — Navy

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable aviationsupport equipment personnel to help themselves fulfill the requirements for advancement. Designed for individual study and not formal classroom instruction, the RTM provides subject matter that relates directly to the occupational standards of the Aviation Support (AS) Equipment Technician. The NRCC provides a way of satisfying the requirements for completing the RTM. Assignments in the NRCC include learning objectives and supporting items designed to lead the student through the RTM. Volume 1 is the basic manual for the AS rating. It provides the beginner with fundamental ground support equipment shop organization and shop procedures. It includes the rate structure, with a short history of the AS rate, supply publications, Naval Aviation Maintenance Program, and ground support equipment, tools, test equipment, materials, and hardware also are discussed; and the appendix contains a list of acronyms and definitions of terms used in the course. (The Aviation Support Equipment Series, of which this document is the first volume, replaces chapters of the three service ratings, Aviation Support Equipment Technician's E (Electrical), M (Mechanical), and H (Hydraulic). (KC).

ED 211 684 CE 030 912

Coyle, John A. Jr
Aviation Electrician's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.
Naval Education and Training Program Development Center, Pensacola, Fla

Report No. — NAVEDTRA-10348-E
Pub Date — 81
Note — 557p.; Photographs will not reproduce well
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF02/PC23 Plus Postage
Descriptors — *Aviation Technology, *Electrical Systems, *Electronic Technicians, *Instrumentation, *Military Training, Aviation Mechanics, Aviation Vocabulary, Course Content, Electrical Occupations, Electricians, Electricity, Electronic Control, Engines, Independent Study, Inservice Education, Learning Modules, Physics, Postsecondary Education, Programed Instructional Materials

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable AviationElectrician's (AE) Mates to help themselves fulfill the requirements of their rating. Designed for individual study and not formal classroom instruction, the RTM provides subject matter that relates directly to the occupational standards for the AE3 and AE2. Topics covered in the course include Navy publications and supplies; elementary physics; electrical maintenance and troubleshooting; aircraft electrical power systems; aircraft electrical and associated systems; instruments; and compass, inertial navigation, automatic flight control, and stabilization systems. A glossary and list of symbols are also included in the package. The NRCC provides the usual method for satisfying the requirements for the RTM. The set of assignments in the NRCC includes learning objectives and supporting items designed to lead students through the RTM. The occupational standards used as minimum guidelines in the preparation of the manual are found in the "Manual of Navy Enlisted Manpowerand Personnel Classifications and Occupational Standards". (KC).

ED 211 716 CE 030 974

Automotive Mechanics Curriculum Outline for Secondary Schools. Vocational Education Curriculum Guide.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education
Spons Agency — Department of Education, Washington, D.C.
Report No. — Bull-1637
Pub Date — 81
Note — 25p
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC01 Plus Postage
Descriptors — *Auto Mechanics, *Course Descriptions, *Vocational Education, Articulation Education, Curriculum, Educational Resources, Secondary Education, State Curriculum Guides, Textbooks
Identifiers — Louisiana

This curriculum outline for secondary automotive mechanics is structured around Louisiana's Vocational-Technical Automotive Mechanics Curriculum. The curriculum is composed of 16 units of instruction, covering the following topics: benchwork, fundamentals of automotive engines, preventive maintenance, automotive brakes, steering and front suspension, drive train and rear suspension, manual transmissions, automatic transmissions, fuel systems, accessories, complete automotive service, welding, and mathematics. The outline lists the instructional units to be taught for each year of a four-year secondary automotive mechanics program for either two-hour block or three-hour block courses. The curriculum outline also describes the curriculum and lists related study assignments and job sheets that are to be used with each unit. In addition, a list of required texts and resource materials is included. The curriculum outline was prepared to provide continuity between the secondary automotive mechanics program and automotive mechanics programs on the postsecondary levels. (KC).

ED 211 744 CE 031 028

Colby, Pamela G. Rassen, Rachel L.
A Handbook on Utilization of the Entrepreneurship Training Components for Vocational Education. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 81
Contract — 300-79-0535
Note — 52p.; For related documents see CE 031 026-101 andCE 031 324
Available from — Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg. Madison, WI 53706 (Order No. ETC100A, $3.00. 25% discount on 100 or more of same title. Complete set — ETC100 — $200.00)
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)
EDRS Price — MF01/PC03 Plus Postage
Descriptors — *Business Education, *Learning Modules, *Program Design, *Program Implementation, *Teacher Role, Formative Evaluation, Program Development, Program Evaluation, Teaching Methods
Identifiers — Entrepreneurship, Small Businesses

This handbook for using the Entrepreneurship Training Components is divided into six sections. The entrepreneurship project overview discusses the background and purpose of the project, how the modules are organized, what makes these materials unique, module format, and purpose of the handbook. The section on training components examines the module development process, module titles and elements, module content summaries, and purpose and use of the resource guide. Advantages of these components to the administrator, instructor, and student are explored in the third section. Administrative considerations such as need, compatibility, key support, initial planning, and program implementation are examined in the fourth section. Section 5 lists instructor considerations and recommendations. These include instructional strategies, options for use of the modules, recommended planning, and daily management of the program. And finally, in the last section, evaluation of the implementation is discussed, including instructional evaluation and student outcome information. A list of references concludes the handbook. (CT).

ED 211 745 CE 031 029

McFarlane, Carolyn Colby, Pamela G.
Resource Guide of Existing Entrepreneurship Materials. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif
Spons Agency — Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date — 81
Contract — 300-79-0535
Note — 45p.; For related documents see CE 031 026-101 andCE 031 324
Available from — Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg. Madison, WI 53706 (Order No. ETC100B, $3.00. 25% discount on 100 or more of same title. Complete set — ETC100 — $200.00)
Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Reference Materials — General (130)
EDRS Price — MF01/PC02 Plus Postage
Descriptors — *Business, *Educational Resources, *Information Sources, Abstracts, Annotated Bibliographies, Indexes, Literature Reviews, Organizations Groups
Identifiers — Entrepreneurship, Small Businesses

This resource guide is a product of a research project whose goal was to create entrepreneurship training components for use in vocational instructional programs at the secondary level. Designed to accompany the 36 instructional modules, this resource guide lists all entrepreneurship materials identified during the literature review phase of the project. The guide includes both materials that were used specifically in writing modules and those that provided general background information. This guide is divided into five sections. The introduction explains the purpose of the literature review, describes search procedures and the review process, and describes the organization of the resource guide. The annotated references section includes abstracts of individual general entrepreneurship materials and describes small business series — large collections of pamphlets or manuals developed by entrepreneurship-oriented organizations. The additional references section gives citations for general entrepreneurship (followed by a brief phrase giving the type of material and target population) and entrepreneurship applied to specific businesses (followed by the names of the specific businesses

discussed). The institutions section lists mailing addresses for organizations involved in entrepreneurship. The index to business-specific reference lists specific businesses for which existing entrepreneurship materials have been identified. (CT).

ED 211 818 CE 031 109

Instrumental Drawing, Book 1.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools

Pub Date — 79

Note — 187p.; Not available in paper copy due to light print in tables and drawings

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS

Descriptors — *Drafting, *Learning Activities, *Learning Modules, *Technical Occupations, Architectural Drafting, Carpentry, Electrical Occupations, Engineering Drawing, Metric System, Orthographic Projection, Plumbing, Postsecondary Education, Secondary Education, Sheet Metal Work, Vocational Education, Welding, Workbooks

This material for student use presents the basic principles and techniques of drafting and provides experiences in the application of these skills to a wide variety of occupational areas, including carpentry, plumbing, welding, electrical, and sheet metal trades. The workbook contains 20 units, organized into seven sections. Sections cover introduction to drawing equipment and supplies, basic instrumental drawing, dimensioning and notes, orthographic projections, pictorial drawings, sectional representatives, and metric applications. The text is illustrated, and each unit contains explanatory material and student assignments. An appendix to the materials contains tables of standard measurements, standard sizes, and equivalents. (KC).

ED 211 819 CE 031 111

Chemistry-Materials Laboratory Project Book, 1979-80.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools

Report No. — VT-228-CHEM-LAB

Pub Date — 80

Note — 272p.; For a related document see CE 031 112

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC11 Plus Postage

Descriptors — *Chemistry, *Laboratory Experiments, *Laboratory Procedures, *Science Experiments, *Science Instruction, *Science Laboratories, *Technical Education, Laboratory Equipment, Laboratory Manuals, Laboratory Safety, Postsecondary Education, Secondary Education, Skilled Occupations, Technical Occupations, Vocational Education, Workbooks

Identifiers — Connecticut

This Chemistry-Materials Laboratory Project Book, assembled through a survey of science instructors in vocational-technical schools in Connecticut, is intended to meet a variety of needs. It can serve as an idea book, with the instructor taking from it as needed and adding or substituting material related to class interests; as a guide book for starting or upgrading a laboratory program; or as a laboratory workbook for students. Projects in the book are related to various trades or vocational areas. Some of the laboratories are totally oriented toward chemistry; others are related to the physical aspects of materials. All laboratory experiments require the use of safety equipment. The first four sections of this project book are directed toward the instructor and contain an introduction, suggestions for having a successful laboratory exercise and for managing laboratory materials, and a suggested laboratory report format. The 14 sections following provide materials for student use and are organized into 17 laboratory experiences. The units cover laboratory orientation; laboratory techniques; elements, compounds, and mixtures; acids, bases, and salts; home chemistry; building materials; fuels; molecular oxygen; water; metals; plastics; adhesives; paints; and lists of chemicals used. Each laboratory experience contains an explanation of its purpose, materials required, information, procedures, and notes for the instructor. Charts and diagrams are included where needed. (KC).

ED 211 820 CE 031 112

Physics Laboratory Project Book, 1979-80.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools

Report No. — VT-228-PHY-LAB

Pub Date — 80

Note — 232p.; For a related document see CE 031 111

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC10 Plus Postage

Descriptors — *Laboratory Experiments, *Laboratory Procedures, *Physics, *Science Experiments, *Science Laboratories, *Technical Education, Laboratory Equipment, Laboratory Manuals, Laboratory Safety, Postsecondary Education, Science Instruction, Secondary Education, Skilled Occupations, Technical Occupations, Vocational Education, Workbooks

Identifiers — Connecticut

This Physics Laboratory Project Book, assembled through a survey of science instructors in vocational-technical schoolsin Connecticut, is an extension of the Chemistry-Materials Laboratory Project Book (see note) and is intended to meet a variety of needs. It can serve as an idea book, with the instructor taking from it as needed and adding or substituting material related to class interests; as a guide book for starting or upgrading a laboratory program; or as a laboratory workbook for students. Projects in the book are related to various trades or vocational areas. Some of the laboratories are totally oriented toward physics. Some may be very basic and general in nature and may apply to all students and trades; others are more specific and apply only to selected students and trades. Unlike the Chemistry-Materials laboratories, not all exerciseshere require the use of safety equipment. The first four sections of this project book are directed toward the instructor, and contain an introduction, suggestions for having a successful laboratory exercise and for managing laboratory materials, and a suggested laboratory report format. The following six sections provide materials for student use, and are organized into 82 laboratory experiences. The units cover laboratory orientation, mechanics, heat, sound, light, and electricity. Each laboratory experience contains an explanation of its purpose, materials required, information, procedures, and notes for the instructor. Charts and diagrams are included where needed. (KC).

ED 211 828 CE 031 150

Employability Skills: For Special Needs Students.

Carroll County Public Schools, Westminster, Md. Special Education Div

Spons Agency — Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date — 80

Note — 396p

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC16 Plus Postage

Descriptors — *Career Education, *Educationally Disadvantaged, *Employment Potential, *Job Skills, Behavioral Objectives, Career Choice, Career Guidance, Communicative Competence Languages, Curriculum Guides, Decision Making Skills, Educational Resources, Employment Interviews, Employment Qualifications, Individual Needs, Interpersonal Competence, Job Application, Job Search Methods, Learning Activities, Learning Modules, Money Management, Occupational Clusters, Secondary Education, Self Evaluation Individuals, Tests, Values Clarification, Vocational Education

Identifiers — Special Needs Students

Growing from mobile career libraries established for special needs secondary students in Carroll County, Maryland, this curriculum contains 10 units designed to aid educationally handicapped students to understand themselves and the world of work. Topics covered in the units include the following: self-awareness andappraisal, interpersonal relationships, values and decision making, the job search, applications and other forms, interviewing, career clusters, behavior on the job, job communication skills, and the paycheck. Each unit contains specific instructional objectives, a variety of activities to help students attain the objectives, evaluation measures to determine if the student attained the objective, and specific suggested resources for each objective.

Corresponding to each unit is an evaluation exercise to assess the students' understanding of the information contained within each unit. A comprehensive bibliography of career materials for the educationally handicapped secondary student is also included in the curriculum guide. (The curriculum units were field tested in Carroll County in secondary work-study classrooms for two years, withstudents' gains in knowledge assessed using the evaluation exercises included in the guide. For every unit, significant gains in knowledge were obtained by the students.) (KC).

ED 211 829 CE 031 167

C.U.B.E. Instruction Manual. Goals I-IV.

Monroe County Community Schools Corp. Bloomington, Ind. Vincennes Univ. Ind

Spons Agency — Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 29p.; For related documents see CE 030 751, CE 031 168, and CE 031 170-173

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055). Reports — Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage

Descriptors — *Adult Basic Education, *Educational Objectives, *Instructional Systems, *Program Content, *Program Implementation, Competency Based Education, Educational Philosophy, English Instruction, Guidelines, Instructional Materials, Learning Disabilities, Mathematics Instruction, Program Descriptions, Reading Instruction, School Orientation, Teacher Role, Teaching Methods, Vocabulary Development

Identifiers — CUBE System, Curriculum Management

Designed for use by teachers who are implementing the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this manual covers the contents of the CUBE system, its philosophy, and its six goals. An inventory sheet listing all materials included in the system, a materials request form, and a form to record errors found in the materials are provided. In a section on the philosophy underlying the CUBE system various areas are mentioned, including basic objectives of the system, major components of the system, the program's flexibility, the role of the teacher in implementing the system, and the system's major goals (as they are called) or content areas (new student orientation, math placement, reading assessment and placement, English placement, vocabulary placement, and learning disabilities). Also listed are the individual materials provided in and procedures for using the individual volumes. (A project report outlining the development of these materials as well as related instructional materials and program manuals are available separately — see note.) (MN).

ED 211 830 CE 031 168

C.U.B.E. Math. Goal II.

Monroe County Community Schools Corp. Bloomington, Ind. Vincennes Univ. Ind

Spons Agency — Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education. Office of Education (DHEW), Washington, D.C.

Pub Date — 81

Note — 467p.; For related documents see CE 030 751; CE 031 167, and CE 031 170-173

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF01/PC19 Plus Postage

Descriptors — *Adult Programs, *Algebra, *Arithmetic, *Geometry, *Mathematics Education, *Measurement, Adult Basic Education, Behavioral Objectives, Decimal Fractions, Fractions, Graphs, Individualized Instruction, Instructional Materials, Learning Activities, Mathematical Formulas, Percentage, Problem Sets

Identifiers — CUBE System, Mathematics Skills

Intended for use as a part of the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education), these instructional materials consist of a math placement inventory, guide sheets, mastery tests, and eight sections of learning activities covering areas of basic mathematics. Topics addressed in the individual sections are fractions, decimals/percents, measurements, graphs, the rectangle and perimeters, formulas, algebra, and geometry. Designed to be used in individualized instruction programs, each section contains a variety of explanatory material as well as arithmetic, fill-in-the-blank, and word problems. Keys are provided for all exercises and tests. (A project report describing the development of these materials and manuals are available separately — see note.) (MN).

ED 211 831 CE 031 170

C.U.B.E. Reading. Goal III. A Reading Program for Adult Basic Education. 0-6 Grade Students. Book 2 of Three Books in This Program.

Vincennes Univ. Ind

Spons Agency — Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education. Office of Education (DHEW), Washington, D.C.

Pub Date — 79

Note — 767p.; For related documents see CE 030 751, CE031167-168 and CE 031 171-173

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)

EDRS Price — MF04/PC31 Plus Postage

Descriptors — *Adult Reading Programs, *Reading Comprehension, *Reading Instruction, *Reading Skills, Abbreviations, Adult Basic Education, Behavioral Objectives, Consonants, Individualized Instruction, Informal Reading Inventories, Instructional Materials, Learning Activities, Plurals, Poetry, Reading Diagnosis, Reading Tests, Skill Development, Syllables, Vocabulary Development, Vowels, Word Lists

Identifiers — Adult Basic Learning Examination, CUBE System, Possessives

A part of the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this manual is designed to help those teaching students with "splinter skills" to piece together the students' deficient skills and develop an individualized reading program. It consists of three sections. Addressed in section 1 are means for determining reading level of materials; reading skills to be taught between the primer and 6.9 grade levels; words commonly found in level I reading materials; definitions and examples of the various reading skills; and rules governing consonants, vowels, plurals, inflected endings, possessives, and syllabication. The second section contains seven series of inventories, student answer sheets, and oral reading checklists, each of which contains reading exercises and materials geared to the various levels between and including primer and 6.9. Included in the final section are similarly organized steps containing activities for grades 8-10 reading levels; a specific skills series, including material on abbreviations, poetry, and possessives; and lists of published materials organized by reading skills covered in the manual. (A project report describing the development of these materials as well as the other CUBE system instructional materials and manuals are available separately — see note.) (MN).

ED 211 832 CE 031 171

C.U.B.E. English/Vocabulary. Goals IV-V.

Monroe County Community Schools Corp. Bloomington, Ind. Vincennes Univ. Ind

Spons Agency — Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education. Office of Education (DHEW), Washington, D.C.

Pub Date — 79

Note — 235p.; For related documents see CE 030 751; CE 031 167-168 and CE 031 170-173

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price — MF01/PC10 Plus Postage

Descriptors — *Adult Programs, *English Instruction, *Grammar, *Language Skills, *Vocabulary Skills, Adult Basic Education, Behavioral Objectives, Capitalization Alphabetic, Form Classes Languages, Guidelines, Instructional Materials, Learning Activities, Pretests Posttests, Punctuation, Sentence Structure, Verbs, Vocabulary Development, Word Lists, Writing Skills

Identifiers — Cambridge English Examinations, CUBE System, Mott Basic Language Skills Program, Possessives

A part of the adult basic education (ABE) teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this manual consists of a series of tests and guides for use in teaching English and vocabulary skills to ABE students. Among the tests provided in the manual are the Mott 1600 and Mott 1900 pretests and posttests, various Cambridge language tests, a vocabulary pretest, and base vocabulary mastery tests. Guidelines for using verbs, the verb "be", and possessives are set forth. Also provided are guide sheets for use with the program's two vocabulary texts. Topics addressed in the various tests include recognition of parts of speech, tense, subject-verb agreement, punctuation, capitalization, parts of a sentence, style and clarity, sentence structure, and prefixes and suffixes. (A project report describing the development of these materials as well as the other CUBE system instructional materials and manuals are available separately — see note.) (MN).

ED 211 833 CE 031 172

C.U.B.E. Learning Disabilities. Goal VI. A Reading Program for Adult Basic Education, 0-6 Grade Students. Book 1 of Three Books in This Program.

Vincennes Univ. Ind

Spons Agency — Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education. Office of Education (DHEW), Washington, D.C.

Pub Date — 79

Note — 437p.; For related documents see CE 030 751, CE 031 167-168 and CE 031 170-173

Pub Type — Guides / Methods / Techniques — Classroom use — Teaching Guides (052). Reports — Descriptive (141)

EDRS Price — MF01/PC18 Plus Postage

Descriptors — *Adult Reading Programs, *Individualized Instruction, *Learning Disabilities, *Reading Instruction, *Reading Programs, *Teaching Experience, Adult Basic Education, Cognitive Measurement, Cognitive Tests, Diagnostic Tests, Diaries, Program Descriptions, Reading Diagnosis, Reading Skills, Skill Development, Teacher Attitudes, Teaching Methods

Identifiers — CUBE System, Frances Early Approach, Neurological Impress Method, Prime 0 Tec Reading Method, Sullivan Programmed Reading Series, Visual Auditory Tactile Kinesthetic Approach

A part of the adult basic education (ABE) teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this volume contains information for use in implementing reading programs for ABE students with learning disabilities. It consists of two notebooks. Included in the first one are an overview of the program; testing information on cognitive mapping and learning disabilities; and five sections on multimodality teaching methods/adaptations for use with new readers (the Frances Early Approach, the Sullivan Program, the Neurological Impress Method, the Prime-O-Tec Reading Program, and the VAKT or Visual-Auditory-Tactile-Kinesthetic Approach). Presented next are diaries recording the experiences of four project staff in teaching reading to adult students with learning disabilities. (A project report describing the development of these materials as well as the other CUBE system instructional materials and manuals are available separately — see note.) (MN).

ED 211 834 CE 031 173

C.U.B.E. Program Administration Materials.

Monroe County Community Schools Corp. Bloomington, Ind. Vincennes Univ. Ind

Spons Agency — Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education. Office of Education (DHEW), Washington, D.C.

Pub Date — 79

Note — 66p.; For related documents see CE 030 751, CE 031167-168 and CE 031 170-172

Pub Type — Guides / Methods / Techniques — Non-Classroom Use (055)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Adult Basic Education, *Instructional Systems, *Program Administration, *Recordkeeping, Achievement Tests, Administrator Guides, Guidelines, Instructional Materials, Records Forms, School Holding Power, School Orientation

Identifiers — Adult Basic Learning Examination, CUBE System, Curriculum Management, General Educational Development Tests

This manual consists of forms and guidelines for use in administering the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education). Provided in the manual are a variety of orientation forms, including daily attendance records, enrollment forms, publication release forms, and fact sheets on the General Educational Development (GED) test and adult learning centers. Forms are supplied for reporting enrollment and student performance. Described next is a system of maintaining program records. Guidelines, forms, illustrations, and publicity material are included for use in student retention/recruitment efforts. Following a brief description of books dealing with the GED test, the Adult Basic Learning Examination (ABLE) is described and evaluated. Also listed are prices of selected instructional materials and publishing company addresses. (A project report outlining the development of the CUBE system as well as the system's instructional materials and manuals are available separately — see note.) (MN).

ED 211 839 CE 031 187

Essinger, Patrick J.

Steelworker 1 & C. Rate Training Manual and Nonresident Career Course. Revised Edition.

Naval Education and Training Program Development Center, Pensacola, Fla

Report No. — NAVEDTRA-10654-E

Pub Date — 81

Note — 246p

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC10 Plus Postage

Descriptors — *Construction Management, *Correspondence Study, *Metal Working, *Military Training, *Programed Instructional Materials, Administration, Behavioral Objectives, Building Trades, Construction Process, Independent Study, Job Skills, Learning Activities, Metal Industry, Postsecondary Education, Quality Control, Recordkeeping, Self Evaluation Individuals, Skilled Occupations, Supervisory Training

Identifiers — Navy, Steel Construction

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable Steelworkers First and Chief to help themselves fulfill the requirements of their rating. (These positions direct and coordinate efforts of individuals and crews in cutting, welding, placing and erecting rigid frame and other pre-engineered buildings, structures, and tanks; lay out, cut, bend, and place reinforcing steel; maintain records and reports on job progress and material estimates; and supervise and coordinate all tasks assigned to a unit.) Designed for individual study and not formal classroom instruction, the RTM provides subject matter that relates directly to the occupational standards of the Steelworker rating. Topics covered in the eight chapters of the RTM include administration; supervision; shop and construction site organization; construction inspections and quality control; advanced base planning, embarkation, and project turnover; planning, estimating, and scheduling; metals identification and testing; and company chief. An appendix contains an illustrated list of hand signals used in this occupation. The NRCC provides a way of satisfying the requirements for completing the RTM. Assignments in the NRCC include learning objectives and supporting items designed to lead the student through the RTM. (KC).

ED 211 843 CE 031 237

Luft, Vernon D. Backlund, Paul

Introduction to Horticulture. Unit A-10.

North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ. Fargo. Dept. of Agricultural Education

Pub Date — 81

Note — 72p.; For related documents see ED 205 696-699 andED 190 812-814

Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)

EDRS Price — MF01/PC03 Plus Postage

Descriptors — *Agricultural Education, *Horticulture, *Landscaping, *Ornamental Horticulture, *Plant Growth, *Turf Management, Agricultural Skills, Behavioral Objectives, Instructional Materials,

Learning Activities, Occupations, Secondary Education, Trees, Vocational Education
Identifiers — Gardening, Shrubs

Intended to provide about 10 hours of instruction to first-year vocational agriculture students, this instructional unit introduces students to the horticulture industry, provides a broad background of horticultural practices, and covers many skills that can be directly applied by students in their projects. Topics of the individual sections of the unit are examining the field of horticulture; establishing and maintaining lawns; planting, pruning, and maintaining trees and shrubs; planting and growing a garden; and beautifying homes and farms. Included in each section are the objectives of the section, guide questions, references, an interest approach, key facts, and student learning activities. Transparency masters are included in each section. Among the activities suggested are projects involving guest speakers, field trips,actual hands-on experiences, and participation in a student farmer's market cooperative. (Other units in this series are available separately — see note.) (MN).

ED 211 846 CE 031 261

Strazicich, Mirko, Ed
Tilesetting Workbook.
California State Dept. of Education, Sacramento. Bureau of Publications
Pub Date — 81
Note — 231p.; For a related document see CE 031 262. Prepared under direction of California State Educational Advisory Committee for the Tilesetting Industry
Available from — Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($13.50)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Apprenticeships, *Construction Process, *Job Skills, *Trade and Industrial Education, Construction Materials, Educational Resources, Learning Activities, Postsecondary Education, Skilled Occupations, Unions, Vocabulary, Vocational Education, Workbooks
Identifiers — California, Tile Occupations

This workbook is designed for classroom use by apprentices in four-year union tilesetting programs in California.The workbook is composed of five units covering all aspects of the tilesetting process. Unit 1 introduces the tilesetting trade, including history and scope of the trade, safe working practices, and trade organizations. Unit 2 describes the tiles, materials, and tools used in tilesetting, while unit 3 explains how to read blueprints and specifications. The fourth unit describes tilesetting job processes, and the fifth unit details specialized jobs such as tile floors, steam rooms, ceilings, mosaics, curved arches, swimming pools, and stairs. A list of acronyms, a glossary of terms used in the tilesetting trade, and a list of instructional materials needed by students and for the classroom is also included in the workbook. The workbook is illustrated with black-and-white drawings and full-color photos. (KC).

ED 211 847 CE 031 262

Strazicich, Mirko, Ed
Tilesetting Testbook.
California State Dept. of Education, Sacramento. Bureau of Publications
Pub Date — 81
Note — 93p.; For a related document see CE 031 261. Prepared under direction of California State Educational Advisory Committee for the Tilesetting Industry
Available from — Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.50)
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Tests, Questionaires, Evaluation instruments (160)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Apprenticeships, *Construction Process, *Job Skills, *Tests, *Trade and Industrial Education, Construction Materials, Learning Activities, Postsecondary Education, Skilled Occupations, Unions, Vocational Education, Workbooks
Identifiers — California, Tile Occupations

This testbook contains objective tests for each topic in the "Tilesetting Workbook" (see note) for use in the classroom portions of the union four-year apprentice tilesetting program in California. Tests are all multiple choice and are usually two pages in length. Tests are provided for each of the 44 topics covered in the five units of the tilesetting workbook. Material covered includes history and scope of the tilesetting trade, safe working practices, trade organizations, materials, tools, and processes used in the trade, job processes, blueprint and specification reading, and special jobs such as tile floors, steam rooms, ceilings, mosaics, curved arches, swimming pools and stairs. Black-and-white drawingsare used in some of the tests. Test pages are perforated for removal from the book, and are suitable for pass out to students or for reproduction. Answers are not included. (KC).

ED 211 848 CE 031 263

Trends in Business Education. Spring 1981.
California State Dept. of Education, Sacramento
Spons Agency — Department of Education, Washington, D.C.
Pub Date — 81
Note — 51p
Available from — California State Dept. of Education, 21 Capitol Mall, State Education Bldg. Sacramento, CA 95814
Pub Type — Collected Works — General (020). Opinions / Personal Viewpoints / Position Papers / Essays (120). Reports — Descriptive (141)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS
Descriptors — *Business Education, *Disabilities, *Distributive Education, *Educational Change, *Educational Innovation, Accounting, Bilingual Education, Business Education Teachers, Computer Assisted Instruction, Computer Oriented Programs, Cooperative Education, Cooperative Programs, Disadvantaged, Fashion Industry, Futures of Society, Individualized Instruction, Inplant Programs, Instructional Innovation, Legal Assistants, Office Occupations Education, Postsecondary Education, Program Development, Real Estate, School Business Relationship, School Holding Power, Secondary Education, Secretaries, Student Recruitment, Teacher Education, Two Year Colleges, Word Processing
Identifiers — California, Entrepreneurship, Small Business Management

Written by California teachers and administrators involved in distributive and office education at the secondary and community college levels, these 24 articles present information on new methods of instruction and uses of technology occurring in the business world and in education. Topics covered include Centers for Business Teacher Education, new supplements to the California Business Education Guide, industry and education cooperation, educational challenges of the 1980s, business education in the 1980s and the role of the California Business Education Association (CBEA), a systematic approach to business education program planning, an integrated approach to word processing training, computer use in accounting programs, implementing computer-assisted instruction for disadvantaged business education students, teaching disadvantaged students, cooperative distributive occupations programs, the community classroom concept, California business education and the youth initiative, Comprehensive Employment and Training Act secretarial program, instructional program for bilingual executive secretaries, individualized instruction in typewriting for handicapped students, CBEA Award of Excellence, student recruitment and retention, career opportunities for paralegals, California Association of Distributive Educators, fashion merchandising program for handicapped students, class in small business management, real estate programs, and entrepreneurship programs. (Insets contain information reflecting trends from various news sources.) (YLB).

ED 211 849 CE 031 269

Mathiasen, Bill And Others
Work Experience Education Instructional Guide.
California Association of Work Experience Educators, Orange, Calif
Pub Date — 81
Note — 371p
Pub Type — Guides / Methods / Techniques — Classroom use — Instructional Materials (051). Guides / Methods / Techniques — Classroom use — Teaching Guides (052)
EDRS Price — MF01/PC15 Plus Postage
Descriptors — *Career Education, *Job Search Methods, *Job Skills,

*Learning Activities, *Work Experience Programs, Career Development, Job Training, Learning Modules, Money Management, School Business Relationship, Secondary Education, Self Evaluation Individuals, Taxes, Teaching Guides, Values Clarification, Vocational Education, Workbooks

Identifiers — California

This instructional guide is designed to provide work experience education coordinators with a series of topical items which can be incorporated into the related instruction portion of a high school student's work experience education program. The activities in this instructional guide represent a common core of concepts and understandings essential to the total education of the student; they can be used for individual instruction or in a group instructional setting. A total of 94 instructional activities are included in the guide, organized under a work experience education activity matrix which links learning objectives and developmental processes (knowledges, attitudes, self-awareness, and skills)with the various activities. The activities are grouped in six subject areas: input activities (to provide the instructor with baseline data about the students), career development activities, how to get a job, how to keep a job, how to leave a job, and the economics of worklife (such as paychecks, savings accounts, taxes and establishing credit). For each activity, a rationale is given, and methods, resources, time, the main idea, employer participation and coordinator notes are included. Each of the activities also include content information and student worksheets. Although the guide was developed for use in work experience programs in California, it can be used in any location with a few modifications. (KC).

Indexes

Subject Index

This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the *Thesaurus of ERIC Descriptors* and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.

Subject Term

Consumer Education

Helping Families Adjust to Economic Change. A Project Report.

Document Title

ED 181 239

Accession Number

Academically Gifted

Enrichment Materials in Home Economics for Gifted and Talented Students.
ED 204 621

Accident Prevention

Industrial Arts Curriculum Guide for Safe-.y.
ED 204 629

South Carolina Industrial Arts Safety Guide. Student Section.
ED 205 806

Tractor Safety. Unit A-9.
ED 205 698

Accounting

Accounting and Related Occupations Module. Achieving Sex Equity in Business and Office Education.
ED 201 787

Accounting for Spanish-Speaking Students (Teacher'sManual).
ED 206 853

Basic Concepts and Techniques in Accounting for Spanish Speaking Students (Student's Manual).
ED 206 852

Incorporating Calculators into the Accounting Curriculum. Accounting II.
ED 205 691

Incorporating Calculators into the Accounting Curriculum. Accounting I.
ED 205 690

Adjustment to Environment

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.
ED 199 461

Administration

Family and Community Services. Module VIII: Decision-Making and Management.
ED 203 109

Administrator Education

Direct Curriculum Development. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-7.
ED 204 484

Direct Program Evaluation. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-10.
ED 204 488

Military Curricula for Vocational & Technical Education. Club Restaurant Operations, Part II, 9-10.
ED 200 825

Military Curricula for Vocational & Technical Education. Club Restaurant Operations, Part I, 9-9.
ED 200 824

Military Curricula for Vocational & Technical Education. Introduction to Club Management, 9-8.
ED 200 823

Promote the Vocational Education Program. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-9.
ED 204 487

Administrator Role

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.
ED 199 419

Administrators

Project TEAMS (Techniques and Education for Achieving Management Skills): Achieving Management Skills.
ED 201 816

Project TEAMS (Techniques and Education for Achieving Management Skills): Public Administrators.
ED 201 815

Project TEAMS (Techniques and Education for Achieving Management Skills): Health Care Administrators.
ED 201 814

Project TEAMS (Techniques and Education for Achieving Management Skills): Independent Business Owner/Managers.
ED 201 813

Admission School

Manage Student Recruitment and Admissions. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-11.
ED 204 489

Adult Basic Education

C.U.B.E. Instruction Manual. Goals I-IV.
ED 211 829

C.U.B.E. Program Administration Materials.
ED 211 834

Developing a Reading Sequential Competency System. A Guide for ABE Instructors.
ED 210 493

Project CLASS.
ED 201 728

Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.

ED 206 913

Adult Education

in Consumer and Homemaking Education.
ED 201 846

Energy Awareness Curriculum, 1980.
ED 198 321

English as a Second Language for Adults: A Curriculum Guide.
ED 210 455

Farm Record Keeping: An Instructional Unit for Teachers of Adult Education in Agriculture.
ED 198 320

Introduction to Teaching Adults. Module 1: Guidelines for Teachers of Adults.
ED 208 201

Introduction to Teaching Adults. Module 10: Understanding the Learning Process.
ED 208 210

Introduction to Teaching Adults. Module 11: Continuing Your Development.
ED 208 211

Introduction to Teaching Adults. Module 2: Using Instructional Techniques.
ED 208 202

Introduction to Teaching Adults. Module 3: Using Instructional Media.
ED 208 203

Introduction to Teaching Adults. Module 4: Using Evaluation Instrumer.ts.
ED 208 204

Introduction to Teaching Adults. Module 5: Designing Instruction.
ED 208 205

Introduction to Teaching Adults. Module 6: Writing Instructional Objectives.
ED 208 206

Introduction to Teaching Adults. Module 7: Managing Instruction.
ED 208 207

Introduction to Teaching Adults. Module 8: Enhancing Motivation.
ED 208 208

Introduction to Teaching Adults. Module 9: Understanding the Adult as Learner.
ED 208 209

Adult Educators

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Health Occupations Cluster Guide.
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Health Occupations Education: Medical Assistant.
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Incorporating Calculators into the Recordkeeping Curriculum. Recordkeeping I.
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Agricultural Occupations Program Planing Guide.
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Career Choice

Consumer Education: A Guide for Teachers to Motivate Students Toward Improved Consumer Education.
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Resource Guide for Career Counseling Spanish-Speaking & Chicano Students.
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Secondary School Guidance Curriculum, Grades 7-12.
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Coordinated Career Education Curriculum Guide.
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Competency Based Core Curriculum for Distributive Education and Diversified Cooperative Training.
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Resource Guide for Career Counseling Spanish-Speaking & Chicano Students.
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Career Planning

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Family and Community Services. Module II: Self-Development and Understanding.
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Carpentry. Vocational Preparation Curriculum.
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Change Agents

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Chemistry for Energy Technology I. Energy Technology Series.
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Chemistry-Materials Laboratory Project Book, 1979-80.
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Child Care Occupations

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Special Vocational Program Guide. Child Care.
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Curriculum Guide. Home Economics: Child Development. Secondary Schools.
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Special Vocational Program Guide. Child Care.
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Child Rearing

Parenting: A Curriculum Guide for Consumer and Homemaking Education.
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Rights and Responsibilities in the Marketplace.
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Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products.
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Introduction to Teaching Adults. Module 7: Managing Instruction.
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Manage Student Activity in an Individualized Instructional Program. Professional Preparation Module. Vocational Teacher.
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Clerical and Related Occupations Module. Achieving Sex Equity in Business and Office Education.
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Energy Conservation. CORD Energy Technology Series.
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Instrumentation and Control. Energy Technology Series.
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Home Economics (Clothing). Module 4 of the Vocational Education Readiness Test (VERT).
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Occupational Clothing Curriculum.
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Clothing Instruction
Clothing Production. Student Learning Guides.
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Introduction to Teaching Adults. Module 10: Understanding the Learning Process.
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Assist Vocational Personnel Move Toward Adoption of Performance Based Vocational Education (PBVE). Professional Preparation Module. Change Agent.
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Develop a Module for Individualized Instruction. Professional Preparation Module. Vocational Teacher. X-3.
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Establish an Outcomes Oriented Grading System. Professional Preparation Module. Vocational Teacher.
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Manage Student Activity in an Individualized Instructional Program. Professional Preparation Module. Vocational Teacher.
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Prepare Valid Performance Objectives. Professional Preparation Module. Vocational Teacher. X-2.
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Validate an Occupational Analysis. Professional Preparation Module. Vocational Teacher. X-1.
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HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.
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Computation

Parts Marketing. A Student Learning Guide.
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Computer Graphics

Computer Aided Drafting Workshop. Workshop Booklet.
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Computer Oriented Programs

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Computer Programs

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Energy Management Strategies for Home Economics Teachers.
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Lighting Utilization.
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Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Lighting.
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Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Home Energy Usage and Conservation.
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Contracts

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Cooking Instruction

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Cooperative Agricultural Education. Teacher/Coordinator Handbook.
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Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.
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Farm Management Basic Core Curriculum. Kansas Postsecondary Farm and Ranch Management Project.
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Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells.
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Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System.
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Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology.
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Military Curricula for Vocational & Technical Education. Club Restaurant Operations, Part II, 9-10.
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ED 203 114

Decision Making

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Implications of New and Changing Occupations for Instructional Development.
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Arts, Senior High — Level II. North Dakota Senior High Industrial Arts Curriculum Guides.
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Diesel Vehicle Maintenance Competencies.
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Special Needs Material for Basic Homemaking.
ED 203 142

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Vocational Preparation Curriculum: Plumbing.
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Disadvantaged

Vocational Preparation Curriculum: Electrical Wiring.
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Competency Based Core Curriculum for Distributive Education and Diversified Cooperative Training.
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Family and Community Services. Module XI: Chemical Dependence.
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Economics

Competency Based Core Curriculum for Distributive Education and Diversified Cooperative Training.
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Energy Economics. Energy Technology Series.
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Education Work Relationship

Two-Year Sequential Curriculum Guide for the Related Class to the Cooperative Vocational Education Program.
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Introduction to Teaching Adults. Module 7: Managing Instruction.
ED 208 207

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Promote the Vocational Education Program. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-9.
ED 204 487

Provide a Staff Development Program. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-12.
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Educational Change

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Preparation Module. Change Agent.
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Health Careers Curriculum Modules.
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Arrange for the Improvement of Vocational Facilities for Individualized Instruction. Professional Preparation Module. Vocational Teacher. X-4.
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Educational Innovation

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Introduction to Teaching Adults. Module 3: Using Instructional Media.
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ED 198 256

Implications of New and Changing Occupations for Instructional Development.
ED 198 260

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ED 211 829

Educational Planning

CE Programmer's Manual.
ED 205 724

Health Careers Curriculum Modules.
ED 199 525

Introduction to Teaching Adults. Module 3: Using Instructional Media.
ED 208 203

Metric Planning Guide for Vocational Education.
ED 209 532

Educational Resources

Energy Awareness Guide. A Resource Book for Vocational Educators.
ED 209 533

Home Economics in Rural Alaska. A Teacher's Resource.
ED 203 183

Metric Planning Guide for Vocational Education.
ED 209 532

Parenthood Education.
ED 210 461

Resource Guide of Existing Entrepreneurship Materials. Entrepreneurship Training Components.
ED 211 745

Educationally Disadvantaged

Employability Skills: For Special Needs Students.
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Electric Circuits

Drafting. Advanced Print Reading — Electronics.
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Electrician's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.
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Electromechanical Devices. Energy Technology Series.
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Electronic Devices and Systems. Energy Technology Series.
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Industrial Arts Curriculum Guide for Electricity/Electronics.
ED 204 628

Electric Motors

Electromechanical Devices. Energy Technology Series.
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Electrical Appliances

Energy Management Strategies for Home Economics Teachers.
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Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Electrical Energy Usage.
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Electrical Occupations

Power Line Technician's Training. Instructional Units.
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Electrical Systems

Aviation Electrician's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.
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Electricians

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ED 203 163

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Why Me? Every Teacher's Handbook for Alcohol Education.
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Family and Community Services. Module III: Roles and Responsibilities in Family and Community Services Occupations.
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Employer Employee Relationship

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Instructor's Guide and Job Seekers Workbook.
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Steps to Success. Student Job Readiness Manual. Revised.
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A Curriculum Guide for Pre-Employment Skills.
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Microcomputer Hardware. Energy Technology Series.
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Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Electrical Energy Usage.
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Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Attitudes.
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Low Energy Technology, A Unit of Instruction in Housing and Home Environment. Insulation, Caulking & Weatherstripping.
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Mechanical Devices and Systems. Energy Technology Series.
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Training Vocational Education Students in Environmental Health. Vocational Education Training in Environmental Health Sciences.
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Environmental Technicians

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Evaluation Methods

Grain Grading and Handling.
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Exceptional Persons

Coordinated Career Education Curriculum Guide.
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Facility Guidelines

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Family Life

Parenthood Education.
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Family Life Education

Adult Programs in Consumer and Homemaking Education.
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Dynamics of Living: A Curriculum Guide for Consumer and Homemaking Education.
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Home Economics in Rural Alaska. A Teacher's Resource.
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Family Relationship

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Family Sociological Unit

Family and Community Services. Module XII: The Family: Functions and Structure.
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Farm Record Keeping: An Instructional Unit for Teachers of Adult Education in Agriculture.
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Agricultural Marketing.
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Animal Science Basic Core Curriculum. Kansas Postsecondary Farm and Ranch Management Project.
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Farm Management Basic Core Curriculum. Kansas Postsecondary Farm and Ranch Management Project.
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Kansas Farm and Ranch Management Project.
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Field Tests

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Universal Teller Curriculum Guide.

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Financial Support

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Preparing for Entrepreneurship.

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Finishing

Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair.

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Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding.

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Course in Carpentry: Interior Finish. Workbook and Tests.

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Military Curriculum Materials for Vocational and Technical Education. Builders School, Finish Carpentry I. Classroom Course 3-10.

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Welding. Student Learning Guides.

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Fire Fighters

Competency-Based Education Curriculum for Firefighter Training.

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Fire Protection

Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety.

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Competency-Based Education Curriculum for Firefighter Training.

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Shop Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

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First Aid

Family and Community Services. Module X: Crisis and Emergency.

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Floriculture

Competency-Based Horticulture: Floriculture.

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Retail Flower Shop Salesperson and Floral Designer. Student's Manual.

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Retail Flower Shop Salesperson and Floral Designer. Instructor's Manual.

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Fluid Mechanics

Fluid Power Systems. Energy Technology Series.

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Food

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Food Processing Occupations

Foods and Nutrition. In-Depth Curriculum.

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Meat Processing.

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Meatcutting Testbook, Part I.

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Cooking Up a Food Service Program in Rural Alaska. Guidelines for Consumer and Homemaking Education.

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Financial Management Guide: Child Care Food Program.

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ED 200 824

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Alcohol Fuels. Instructional Materials.

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Competency-Based Horticulture: Gardening — Groundskeeping.
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Secondary School Guidance Curriculum, Grades 7-12.
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Introduction to Teaching Adults. Module 1: Guidelines for Teachers of Adults.
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A Health Care Planner: Teaching Low-Income Consumers about Health Care Alternatives.
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ED 203 099

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Special Needs Material for Basic Homemaking.
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Core I Materials for Metropolitan Agriculture/Horticulture Programs. Units D-F.
ED 208 152

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Family and Community Services. Module XII: The Family: Functions and Structure.
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South Carolina Industrial Arts Safety Guide. Student Section.
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Industry

Project TEAMS (Techniques and Education for Achieving Management Skills): Business and Industrial Supervisors.
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Curriculum Guide. Home Economics: Child Development. Secondary Schools.
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Information Seeking

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Information Sources

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Special Needs Material for Basic Homemaking.
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Trade and Industrial Education — Automobile Mechanics; Automobile Body Repairs; Carpentry; Cosmetology; Electrical Trades; Graphics; Plumbing: Instructional Materials. ISSOE Managing Student Progress.
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Vocational Preparation Curriculum: Plumbing.
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Integrated Activities

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Integrated Curriculum

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Interpersonal Competence

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ED 208 190

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ED 203 174

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ED 211 843

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Supervisory Methods

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Introduction to Teaching Adults. Module 4: Using Evaluation Instruments.
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Introduction to Teaching Adults. Module 5: Designing Instruction.
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ED 208 209

Teacher Evaluation

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Clothing Production. Student Learning Guides.
ED 210 432

Livestock. Student Learning Guides.
ED 210 430

Mechanical Drafting. Student Learning Guides.
ED 210 424

Parts Marketing. A Student Learning Guide.
ED 210 428

Plumbing and Pipefitting. Student Learning Guides.
ED 210 429

Welding. Student Learning Guides.
ED 210 425

Prince George's County Public Schools, Upper Marlboro, Md.

Industrial Arts Curriculum Guide — Middle School.
ED 210 434

Public Service Co. of Colorado, Denver.

Energy Management Strategies for Home Economics Teachers.
ED 199 510

Radio Corp. of America, Charleston, W. Va. Education Services.

Agribusiness Management. Competency Based Education Curriculum. Teacher's Guide.
ED 201 851

Agribusiness Management. Competency Based Education Curriculum. Student Material.
ED 201 850

Competency Based Education Curriculum for Data Processing.
ED 201 858

Competency Based Education Curriculum for Prevocational Health Exploration. Student Material.
ED 201 860

Competency-Based Education Curriculum for Prevocational Health Exploration. Teacher's Guide.
ED 201 859

Radio Corp. of America, Dallas, Tex. Education Services.

Gardener and Landscape Worker. Student Material. Competency Based Education Curriculum.
ED 203 091

Gardener and Landscape Worker. Teacher's Guide. Competency Based Education Curriculum.
ED 203 092

Masonry. Student Material. Competency Based Education Curriculum.
ED 201 853

Masonry. Teacher's Guide. Competency Based Education Curriculum.
ED 201 852

Nursery and Greenhouse Worker. Student Material. Competency Based Education Curriculum.
ED 203 093

Nursery and Greenhouse Worker. Teacher's Guide. Competency Based Education Curriculum.
ED 203 094

Regional Council on Alcoholism of Cuyahoga, Geauga, Lake, and Lorain Counties, Cleveland, Ohio.

Why Me? Every Teacher's Handbook for Alcohol Education.
ED 208 197

Rhode Island Univ. Kingston. Curriculum Research and Development Center.

Consumer Citizenship Curriculum Guides for Social Studies, English, Science, Mathematics.
ED 205 746

Ridge Vocational-Technical Center, Winter Haven, Fla.

Automotive Mechanics. Student Learning Guides.
ED 210 427

Ridge Vocational-Technical Center, Winter Haven, Fla.

Business Education. Student Learning Guides.
ED 210 431

Ridge Vocational-Technical Center, Winter Haven, Fla.

Clothing Production. Student Learning Guides.
ED 210 432

Ridge Vocational-Technical Center, Winter Haven, Fla.

Livestock. Student Learning Guides.
ED 210 430

Ridge Vocational-Technical Center, Winter Haven, Fla.

Mechanical Drafting. Student Learning Guides.
ED 210 424

Ridge Vocational-Technical Center, Winter Haven, Fla.

Parts Marketing. A Student Learning Guide.
ED 210 428

Ridge Vocational-Technical Center, Winter Haven, Fla.

Plumbing and Pipefitting. Student Learning Guides.
ED 210 429

Ridge Vocational-Technical Center, Winter Haven, Fla.

Welding. Student Learning Guides.
ED 210 425

San Bernardino County Superintendent of Schools, Calif.

Health Careers Curriculum Modules.
ED 199 525

San Jose City Coll. Calif.

Resource Guide for Career Counseling Spanish-Speaking & Chicano Students.
ED 205 695

Seattle School District 1, Wash.

Industrial Arts Safety Guide. Chinese. Bilingual Education Resource Series.
ED 205 710

Industrial Arts Safety Guide. Ilokano. Bilingual Education Resource Series.
ED 205 711

Industrial Arts Safety Guide. Japanese. Bilingual Education Resource Series.
ED 205 712

Industrial Arts Safety Guide. Korean. Bilingual Education Resource Series.
ED 205 713

Industrial Arts Safety Guide. Thai. Bilingual Education Resource Series.
ED 205 714

Seward County Community Coll. Liberal, Kans.

Energy Awareness Curriculum, 1980.
ED 198 321

Solar Curriculum Guides, 1980.
ED 198 322

Solar Technology Curriculum, 1980.
ED 198 323

Shawsheen Valley Regional Vocational-Technical HighSchool, Billerica, Mass.

A Fair Shot/An Equal Chance. A Handbook for Vocational Students in Non-Traditional Programs. Project SCOPE Book -2.
ED 208 258

South Carolina State Dept. of Education, Columbia.

South Carolina Industrial Arts Safety Guide. Administrator and Instructor Section.
ED 205 807

South Carolina Industrial Arts Safety Guide. Student Section.
ED 205 806

South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Home Economics Special Needs Activity Guide.
ED 204 517

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Retail Flower Shop Salesperson and Floral Designer. Student's Manual.
ED 204 518

Retail Flower Shop Salesperson and Floral Designer. Instructor's Manual.
ED 204 519

Southeastern Illinois Coll. Harrisburg. Div of Vocational and Technical Education.

A Competency Based Curriculum Guide: Ethanol Spark Ignition Engine Conversion.
ED 204 554

Southern Illinois Univ. Carbondale. Dept. of Agricultural Education and Mechanization.

Grain Grading and Handling.
ED 208 230

Meat Processing.
ED 208 231

Southern Illinois Univ. Carbondale. Dept. of Vocational Education Studies.

Marketing and Distributive Education Curriculum Guide. Marketing Services: Real Estate.
ED 204 512

Marketing and Distributive Education Curriculum Guide. Marketing Services: Business and Personal Services.
ED 204 511

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula. Auto Body Repair. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 781

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula. Clerical Clusters. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 783

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula. Automotive Mechanics. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 782

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula VESL Guidelines. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 789

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula. Maintenance Mechanics. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 788

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula. Machine Trades. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 787

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula. Food Service. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 786

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula. Fiberglass Technician. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 785

Southern Illinois Univ. Carbondale. School of Technical Careers.

Multi-Cultural Competency-Based Vocational Curricula. Combination Welding. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 784

State Univ. of New York, Farmingdale. Agricultural and Technical Coll.

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.
ED 199 386

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Innovative Teaching Ideas. A Sharing of Teaching Tips, Ideas and Methods.
ED 205 704

Technical Education Research Centre-Southwest, Waco, Tex.

Chemistry for Energy Technology I. Energy Technology Series.
ED 210 501

Technical Education Research Centre-Southwest, Waco, Tex.

Chemistry for Energy Technology II. Energy Technology Series.
ED 210 505

Technical Education Research Centre-Southwest, Waco, Tex.

Electrical Power and Illumination Systems. Energy Technology Series.
ED 210 510

Technical Education Research Centre-Southwest, Waco, Tex.

Electromechanical Devices. Energy Technology Series.
ED 210 507

Technical Education Research Centre-Southwest, Waco, Tex.

Electronic Devices and Systems. Energy Technology Series.
ED 210 511

Technical Education Research Centre-Southwest, Waco, Tex.

Energy Conservation. CORD Energy Technology Series.
ED 210 512

Technical Education Research Centre-Southwest, Waco, Tex.

Energy Economics. Energy Technology Series.
ED 210 516

Technical Education Research Centre-Southwest, Waco, Tex.

Energy Production Systems. Energy Technology Series.
ED 210 506

Technical Education Research Centre-Southwest, Waco, Tex.

Fluid Power Systems. Energy Technology Series.
ED 210 509

Technical Education Research Centre-Southwest, Waco, Tex.

Fundamentals of Energy Technology. Energy Technology Series.
ED 210 502

Technical Education Research Centre-Southwest, Waco, Tex.

Heating, Ventilating, and Air Conditioning. Energy Technology Series.
ED 210 513

Technical Education Research Centre-Southwest, Waco, Tex.

Instrumentation and Control. Energy Technology Series.
ED 210 515

Technical Education Research Centre-Southwest, Waco, Tex.

Mechanical Devices and Systems. Energy Technology Series.
ED 210 508

Technical Education Research Centre-Southwest, Waco, Tex.

Microcomputer Hardware. Energy Technology Series.
ED 210 504

Technical Education Research Centre-Southwest, Waco, Tex.

Microcomputer Operations. Energy Technology Series.
ED 210 503

Technical Education Research Centre-Southwest, Waco, Tex.

Technical Communications. Energy Technology Series.
ED 210 514

Temple Univ. Philadelphia, Pa. Div. of Vocational Education.

Arrange for the Improvement of Vocational Facilities for Individualized Instruction. Professional Preparation Module. Vocational Teacher. X-4
ED 209 456

Temple Univ. Philadelphia, Pa. Div. of Vocational Education.

Assist Vocational Personnel Move Toward Adoption of Performance Based Vocational Education (PBVE). Professional Preparation Module. Change Agent.
ED 209 459

Develop a Module for Individualized Instruction. Professional Preparation Module Vocational Teacher. X-3.
ED 209 455

Temple Univ. Philadelphia, Pa. Div. of Vocational Education.

Establish an Outcomes Oriented Grading System. Professional Preparation Module. Vocational Teacher.
ED 209 457

Manage Student Activity in an Individualized Instructional Program. Professional Preparation Module. Vocational Teacher.
ED 209 458

Prepare Valid Performance Objectives. Professional Preparation Module. Vocational Teacher. X-2.
ED 209 454

Temple Univ. Philadelphia, Pa. Div. of Vocational Education.

Validate an Occupational Analysis. Professional Preparation Module. Vocational Teacher. X-1.
ED 209 453

Texas State Technical Inst. Waco.

Developing Curriculum for Interpreter Training Programs in Vocational Education. Final Report, July 1, 1979-June 30, 1980.
ED 198 308

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Curriculum Guide. Agriculture: Horticulture. Secondary Schools.
ED 203 099

Curriculum Guide. Construction: Masonry. Secondary Schools.
ED 203 098

Curriculum Guide. Electricity: Residential Wiring. Secondary Schools.
ED 203 097

Curriculum Guide. Home Economics: Child Development. Secondary Schools.
ED 203 101

Curriculum Guide. Home Economics: Foods and Nutrition. Secondary Schools.
ED 203 100

Curriculum Guide. Mechanics. Secondary Schools.
ED 203 096

University of Central Arkansas, Conway.

Alcohol Fuels. Instructional Materials.
ED 203 087

Conservation. Instructional Materials.
ED 203 090

Coordinated Career Education Curriculum Guide.
ED 204 498

Enrichment Materials in Home Economics for Gifted and Talented Students.
ED 204 621

Nuclear Energy. Instructional Materials.
ED 203 086

Solar Energy. Instructional Materials.
ED 203 088

Wind Power. Instructional Materials.
ED 203 089

Utah State Board for Vocational Education, Salt Lake City.

Occupational Clothing Curriculum.
ED 209 536

Vincennes Univ. Ind.

C.U.B.E. English/Vocabulary. Goals IV-V.
ED 211 832

Vincennes Univ. Ind.

C.U.B.E. Instruction Manual. Goals I-IV.
ED 211 829

Vincennes Univ. Ind.

C.U.B.E. Learning Disabilities. Goal VI. A Reading Program for Adult Basic Education, 0-6 Grade Students. Book 1 of Three Books in This Program.
ED 211 833

Vincennes Univ. Ind.

C.U.B.E. Math. Goal II.
ED 211 830

C.U.B.E. Program Administration Materials.
ED 211 834

C.U.B.E. Reading. Goal III. A Reading Program for Adult Basic Education. 0-6 Grade Students. Book 2 of Three Books in This Program.
ED 211 831

Virginia Polytechnic Inst. and State Univ. Blacksburg.

Virginia VICA Advisor's Manual. A Guide for Advisors of Vocational Industrial Clubs of America.
ED 200 791

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program.

Agricultural Machinery Service. A Curriculum Guide for Agricultural Education. Revised.
ED 200 792

Agricultural Science and Mechanics I and II. An Instructional Guide for Agricultural Education. Revised.
ED 205 685

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.

An Insurance Planner. Teaching Low-Income Consumersabout Insurance.
ED 201 892

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.

A Health Care Planner: Teaching Low-Income Consumers about Health Care Alternatives.
ED 201 891

Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Agricultural Machinery Service. A Curriculum Guide for Agricultural Education. Revised.
ED 200 792

Agricultural Science and Mechanics I and II. An Instructional Guide for Agricultural Education. Revised.
ED 205 685

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Virginia VICA Advisor's Manual. A Guide for Advisors of Vocational Industrial Clubs of America.
ED 200 791

Virginia State Univ. Petersburg.

Agricultural Machinery Service. A Curriculum Guide for Agricultural Education. Revised.
ED 200 792

Virginia State Univ. Petersburg. Dept. of Agricultural Education.

Agricultural Science and Mechanics I and II. An Instructional Guide for Agricultural Education. Revised.
ED 205 685

Walla Walla Community Coll. Wash.

Developing a Reading Sequential Competency System. A Guide for ABE Instructors.
ED 210 493

Washington Office of the State Superintendent of Public Instruction, Olympia.

Industrial Arts Safety Guide. Chinese. Bilingual Education Resource Series.
ED 205 710

Industrial Arts Safety Guide. Ilokano. Bilingual Education Resource Series.
ED 205 711

Industrial Arts Safety Guide. Japanese. Bilingual Education Resource Series.
ED 205 712

Industrial Arts Safety Guide. Korean. Bilingual Education Resource Series.
ED 205 713

Industrial Arts Safety Guide. Thai. Bilingual Education Resource Series.
ED 205 714

Washtenaw County Community Mental Development Center, Ypsilanti, Mich.

Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.
ED 206 913

West Chester State Coll. Pa.

Mini-Computers and the Building Trades: A Guide forTeachers of Vocational Education. Final Report.
ED 201 754

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Adult Programs in Consumer and Homemaking Education.
ED 201 846

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Competency-Based Education Curriculum for Firefighter Training.
ED 203 016

West Virginia State Vocational Curriculum Lab. Cedar Lakes.

Adult Programs in Consumer and Homemaking Education.
ED 201 846

Agribusiness Management. Competency Based Education Curriculum. Student Material.
ED 201 850

Agribusiness Management. Competency Based Education Curriculum. Teacher's Guide.
ED 201 851

Competency Based Curriculum for Real Estate Agent.
ED 201 857

Competency Based Education Curriculum for Data Processing.
ED 201 858

Competency Based Education Curriculum for Prevocational Health Exploration. Student Material.
ED 201 860

Competency Based Education Curriculum Lab. Cedar Lakes.

Competency-Based Education Curriculum for Machine Shop. Teacher's Guide.
ED 201 861

West Virginia State Vocational Curriculum Lab. Cedar Lakes.

Competency-Based Education Curriculum for Machine Shop. Student Material.
ED 201 862

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Competency-Based Education Curriculum for Prevocational Health Exploration. Teacher's Guide.
ED 201 859

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Food Marketing: Cashier-Checker. Student Material. Competency Based Curriculum.
ED 201 856

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Food Marketing: Cashier-Checker. Teacher's Guide. Competency Based Curriculum.
ED 201 855

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Masonry. Student Material. Competency Based Education Curriculum.
ED 201 853

Masonry. Teacher's Guide. Competency Based Education Curriculum.
ED 201 852

Post Secondary School Competency Based Core Curriculum for Health Occupations. Student Material.
ED 201 864

Student Material for Competency-Based Education Curriculum for Licensed Practical Nurse.
ED 201 844

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Student Material for Competency-Based Education Curriculum for Welding.
ED 203 018

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Student Material for the Competency-Based EducationCurriculum for Word Processing.
ED 203 020

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Teacher's Guide for Competency Based Core Curriculum for Health Occupations.
ED 201 863

Teacher's Guide for Competency-Based Education Curriculum for Licensed Practical Nurse.
ED 201 845

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Teacher's Guide for Competency-Based Vocational Curriculum for Welding.
ED 203 017

West Virginia State Vocational Curriculum Lab. Cedar Lakes.
Teacher's Guide for the Competency-Based Education Curriculum for Word Processing.
ED 203 019

Willow Run Community Schools, Ypsilanti, Mich.
Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.
ED 206 913

Wisconsin State Dept. of Public Instruction, Madison.
Family and Community Services. Module II: Self-Development and Understanding.
ED 203 103

Wisconsin State Dept. of Public Instruction, Madison.
Family and Community Services. Module III: Roles and Responsibilities in Family and Community Services Occupations.
ED 203 104

Family and Community Services. Module IV: Resources, Facilities, and Personnel in Family and Community Services.
ED 203 105

Family and Community Services. Module IX: Care of Home, Equipment and Possessions.
ED 203 110

Family and Community Services. Module V: The Helping Process.
ED 203 106

Family and Community Services. Module VI: Physical,Psycho-Social and Economic Needs of Various Target Groups.
ED 203 107

Wisconsin State Dept. of Public Instruction, Madison.
Family and Community Services. Module VII: Care of the Individual.
ED 203 108

Family and Community Services. Module VIII: Decision-Making and Management.
ED 203 109

Wisconsin State Dept. of Public Instruction, Madison.
Family and Community Services. Module X: Crisis and Emergency.
ED 203 111

Family and Community Services. Module XI: Chemical Dependence.
ED 203 112

Family and Community Services. Module XII: The Family: Functions and Structure.
ED 203 113

Family and Community Services. Module XIII: Death and Dying.
ED 203 114

Family and Community Services. Module XIV: Ethics and Morality.
ED 203 115

Family and Community Services. Occupational Curriculum Resources. Development and Overview of Models and Examinations with Suggestions for Use.
ED 203 102

Wisconsin Univ. Madison. Dept of Continuing and Vocational Education.
Family and Community Services. Module II: Self-Development and Understanding.
ED 203 103

Wisconsin Univ. Madison. Dept of Continuing and Vocational Education.
Family and Community Services. Module III: Roles and Responsibilities in Family and Community Services Occupations.
ED 203 104

Family and Community Services. Module IV: Resources, Facilities, and Personnel in Family and Community Services.
ED 203 105

Family and Community Services. Module IX: Care of Home, Equipment and Possessions.
ED 203 110

Family and Community Services. Module V: The Helping Process.
ED 203 106

Family and Community Services. Module VI: Physical,Psycho-Social and Economic Needs of Various Target Groups.
ED 203 107

Wisconsin Univ. Madison. Dept of Continuing and Vocational Education.
Family and Community Services. Module VII: Care of the Individual.
ED 203 108

Family and Community Services. Module VIII: Decision-Making and Management.
ED 203 109

Wisconsin Univ. Madison. Dept of Continuing and Vocational Education.
Family and Community Services. Module X: Crisis and Emergency.
ED 203 111

Family and Community Services. Module XI: Chemical Dependence.
ED 203 112

Family and Community Services. Module XII: The Family: Functions and Structure.
ED 203 113

Family and Community Services. Module XIII: Death and Dying.
ED 203 114

Family and Community Services. Module XIV: Ethics and Morality.
ED 203 115

Family and Community Services. Occupational Curriculum Resources. Development and Overview of Models and Examinations with Suggestions for Use.
ED 203 102

Women's Resource Center, Inc. Norman, Okla.
Displaced Homemakers: Vo-Tech Workshop Guide.
ED 206 872

CURRICULUM COORDINATION CENTERS

Six curriculum coordination centers are part of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), which was established in 1972. In addition to the six curriculum coordination centers, NNCCVTE consists of six interstate curriculum networks and a national council of curriculum center directors. It is designed to provide an orderly system for sharing curriculum development products and services. The centers receive federal funds through competitive contracts awarded by the U.S. Department of Education.

Each of the six curriculum coordination centers operates separately but upholds the objectives of the national network. The major function of each center is to provide leadership in curriculum information resources. While center services vary according to regional needs, common functions include the following: evaluation of curriculum needs, coordination of curriculum development activities, field testing and evaluation, collection and dissemination of information on new and developing materials, response to requests for materials and information, curriculum inservice training, and provisions for technical assistance.

CURRICULUM COORDINATION CENTERS

CCC Region	Project Director	Address	States in Coordinating Region
Northeast	Joseph Kelly, Ph.D.	Bureau of Occupational and Career Research Development 225 West State Street Trenton, NJ 08625 (609) 292-5850	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands
Southeast	Roy Hinrichs, Ph.D.	Mississippi State University Research and Curriculum Unit Drawer DX Mississippi State, MS 39762 (601) 325-2510	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
East Central	Rebecca S. Douglass	Sangamon State University Building E-22 Springfield, IL 62708 (217) 786-6375	Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin
Midwest	Robert Patton	Oklahoma State Department of Vocational and Technical Education 1515 West Sixth Avenue Stillwater, OK 74074 (405) 377-2000	Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas
Northwest	William Daniels	Airdustrial Park Building 17, LS-10 Olympia, WA 98504 (206) 753-0879	Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming
Western	Lawrence F.H. Zane, Ph.D.	University of Hawaii Wist Hall 216 1776 University Avenue Honolulu, HI 96822 (808) 948-7834	American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, Trust Territory of the Pacific Islands

CURRICULUM COORDINATION CENTER PUBLICATIONS

See the listing of curriculum coordination centers on the preceding page for contact information.

East Central Network for Curriculum Coordination
Subject matter bibliographies

Midwest Curriculum Coordination Center
Instructional Systems Catalog, 1982-1983

Northeast Curriculum Coordination Center
Curriculum Microfiche Collection Catalog, September 1981

Northwest Curriculum Coordination Center
The Vocational Curriculum Catalog, Ninth Edition, 1982

Southeast Curriculum Coordination Center
Vocational-Technical Education Curriculum Materials in the Southern Curriculum Coordination Network Library, 1980

Western Curriculum Coordination Center
Subject matter bibliographies

CURRICULUM CENTERS/LABS

Materials in this section were adapted from the *Resource Directory of Curriculum Centers/Labs*, June 1981, a product of the Vocational Instructional Materials Section of the American Vocational Association and the National Network for Curriculum Coordination in Vocational and Technical Education (NCCVTE). Special recognition is extended to the project staff of the Midwest Curriculum Coordination Center in Stillwater, Oklahoma and to the other curriculum coordination centers, project directors, and state liaison representatives of the NCCVTE.

CURRICULUM CENTERS/LABS

State	Name and Address of Center/Lab	Description of Activities	Contact
Alabama (Southeast)	Vocational Curriculum Development Unit Room 802 State Office Building Montgomery, AL 36130	Produces and disseminates Vocational Technical Education Consortium of States (V-TECS) catalogs, performance-based instruction, inservice training packages. Develops performance-based instruction teacher manuals and student study guides. Material available out of state: Yes	James Kendrick, Coordinator (205) 832-3473
Alabama (Southeast)	Instructional Materials Trade & Industrial Education 202-B Skyland Boulevard Tuscaloosa, AL 35405	Produces and disseminates Vocational Technical Education Consortium of States (V-TECS) catalogs, performance-based instruction, inservice training packages. Develops performance-based instruction teacher manuals and student study guides. Material available out of state: Yes	Grady Elmore, Coordinator (205) 759-5448
Alabama (Southeast)	Instructional Materials Agribusiness Education 101 Petrie Hall Auburn, AL 36849	Produces and disseminates Vocational Technical Education Consortium of States (V-TECS) catalogs, performance-based instruction, inservice training packages. Develops performance-based instruction teacher manuals and student study guides. Material available out of state: Yes	A. H. Halcomb, Coordinator (205) 826-4000
Alaska (Northwest)	Southeast Regional Resource Center 538 Willoughby Juneau, AK 99801	Provides curriculum materials and guides, audiovisual presentations, and exemplary projects for schools. Material available out of state: Yes	Allan Barnes, Director (907) 586-6806

State	Name and Address of Center/Lab	Description of Activities	Contact
Alaska (Northwest)	Northern Institute 650 West International Airport Road Anchorage, AK 99503	Develops curriculum materials, guides, and audiovisual materials. Performs research and trains staff. Material available out of state: No	Ron Daugherty, Director (907) 274-3691
Arizona (Western)	Arizona Center for Vocational Education P.O. Box 15095 Northern Arizona University Flagstaff, AZ 86011	Serves program needs (personnel, curriculum, facilities, equipment, flexibility), business and industry needs (e.g., new and existing job markets), and student needs (e.g., job interests) by providing research studies, curriculum materials, and leadership training. Material available out of state: Yes	Robert Kerwood, Director (602) 523-5442
Arkansas (Midwest)	Media Implementation Center 7701½ Scott Hamilton Drive Little Rock, AR 72209	Provides slide-tape presentations, transparencies, and filmstrips. Material available out of state: Yes	Bob Verboon (501) 371-1154
Arkansas (Midwest)	Arkansas Curriculum Dissemination Center University of Arkansas Graduate Education Building, Room 115 Fayetteville, AR 72701	Acquires, classifies, and stores curriculum materials for retrieval in response to practitioner requests. Announces availability of new materials and conducts training sessions on skills needed by teachers to identify and use materials. Material available out of state: No	Dean Clayton, Director (501) 575-4758
California (Western)	Vocational and Occupational Information Center for Educators (VOICE) State Department of Education 721 Capitol Mall Sacramento, CA 95814	As a computerized resource center, provides hard copy materials on request, conducts or receives searches of other data bases through NNCCVTE and the National Center for Research in Vocational Education. Material available out of state: No	Nona Verloo, Consultant Vocational Education (916) 445-0404

State	Name and Address of Center/Lab	Description of Activities	Contact
Colorado (Northwest)	Curriculum Materials Service Vocational Education Building 116 Colorado State University Fort Collins, CO 80523	Provides occupational analysis and performance objectives on a cost recovery basis. Material available out of state: Yes	Wiley Lewis, Coordinator (303) 491-5273
Connecticut (Northeast)	Connecticut State Department of Education Division of Vocational-Technical Education State Office Building P.O. Box 2219 Hartford, CT 06115	Develops curriculum materials and guides in the fields of industry, health, and service trades; adult and apprentice curriculum materials also are available. Material available out of state: Yes	Angelo J. Tedesco, Associate Commissioner Division of Vocational-Technical Schools (203) 566-3664
District of Columbia (East Central)	Professional and Curriculum Development Unit Browne Junior High School 24th Street and Benning Road NE Washington, DC 20002	Conducts professional and staff development activities for the career development division of District of Columbia public schools. Supervises curriculum writing for vocational areas. Prints and disseminates materials developed. Disseminates NNCCVTE materials. Material available out of state: Yes	Sylvia Liggins, Director (202) 724-4547
Florida (Southeast)	Center for Studies in Vocational Education Florida State University 600 West College Avenue Tallahassee, FL 32306	Researches and adapts materials developed by other states and organizations. Material available out of state: Yes	Robert Lathrop, Director (904) 644-2440

State	Name and Address of Center/Lab	Description of Activities	Contact
Georgia (Southeast)	Vocational Curriculum Center 3417 Oakcliff Drive Atlanta, GA 30340	Provides technical assistance for development of curriculum written and audiovisual materials, duplicates and mounts slides, duplicates and edits cassette and videotape recordings, stores and disseminates composite curriculum programs, and maintains quality control for above activities. Material available out of state: No	John Lloyd, Director, Division Program Development (404) 656-2547
Georgia (Southeast)	American Association for Vocational Instructional Materials (AAVIM) 120 Engineering Center Athens, GA 30602	Provides resource material for agricultural education, trade and industrial education, industrial arts, and vocational-technical education including manuals, teacher guides, student workbooks, audiovisual aids, transparency masters, and slide sets. Also provides a performance-based teacher education program. Material available out of state: Yes	W. Harold Parady, Executive Director (404) 542-2586
Guam (Western)	The Library Guam Community College P.O. Box 23069 Guam Main Facility Agana, GU 96921	Provides curriculum materials, curriculum guides, and audiovisual presentations and disseminates curriculum materials information. Material available out of state: No	Tuffy Pillette, Head Librarian 734-4311
Hawaii (Western)	Western Curriculum Coordination Center University of Hawaii Wist Hall 216 1776 University Avenue Honolulu, HI 96822	Collects curriculum materials and serves as a resource center for the Western states and territories. Material available out of state: Yes	Lawrence Zane, Director (808) 948-7834

State	Name and Address of Center/Lab	Description of Activities	Contact
Hawaii (Western)	Career Information Center University of Hawaii 2327 Dole Street Honolulu, HI 96822	Collects, synthesizes, develops, and distributes career information materials to teachers and counselors. Loans films, filmstrips, and other materials. Material available out of state: Yes	Helene Shibata
Idaho (Northwest)	Idaho Curriculum Dissemination Center 216 College of Education University of Idaho Moscow, ID 83843	Collects and distributes Idaho curriculum materials. Collects and previews out-of-state materials. Serves as American Association for Vocational Instructional Materials distributor for Idaho. Material available out of state: Yes	Cleve Taylor, Co-director (208) 885-6556
Illinois (East Central)	Curriculum Publication Clearinghouse 46 Horrabin Hall Western Illinois University Macomb, IL 61455	Provides state-developed curriculum materials on a cost-recovery basis. Material available out of state: Yes	F. Gene Miller, Director (309) 298-1917 (800) 322-3905 (Illinois only)
Illinois (East Central)	East Central Network for Curriculum Coordination Sangamon State University, E-22 Springfield, IL 62708	Eliminates duplication of effort through exchanging curriculum information and developing products and services in a twelve-state region. Material available out of state: Yes	Rebecca S. Douglass, Director (217) 786-6375
Illinois (East Central)	Illinois Vocational Curriculum Center Sangamon State University Springfield, IL 62708	Serves as a library of vocational materials and resources for free loan and use throughout Illinois and the East Central Network for Curriculum Coordination. Material available out of state: Yes	Rebecca S. Douglass, Director (217) 786-6375

State	Name and Address of Center/Lab	Description of Activities	Contact
Indiana (East Central)	Vocational Education Services 840 State Road 46 Bypass, Room 111 Indiana University Bloomington, IN 47405	Provides loan of print and audiovisual materials for Indiana vocational educators. Modifies existing curriculum for special populations. Prints Indiana produced curriculum materials. Consults on developing, producing, and using curriculum. Material available out of state: Yes	JoAnn Brooks, Information Specialist (812) 337-6711
Iowa (Midwest)	Iowa Vocational Curriculum Management System College of Education N008 Quad Iowa State University Ames, IA 50011	By September 1982, activities for this new system will include collection of curriculum materials and information. By June 1983, activities will include the above and dissemination, preservice, and inservice. By June 1984, activities will include the above and development of curriculum materials. Material available out of state: Will be	John Van Ast (515) 294-8919
Kansas (Midwest)	Kansas Vocational Curriculum Dissemination Center Pittsburg State University Pittsburg, KS 66762	Duplicates and distributes horticulture and agriculture curriculum guides. Stocks and ships materials from Mid-America Vocational Curriculum Consortium (MAVCC), American Association for Vocational Instructional Materials (AAVIM), and other instructional products for dissemination in Kansas. Material available out of state: Yes	Frank Slapar, Director (316) 231-7000

State	Name and Address of Center/Lab	Description of Activities	Contact
Kentucky (Southeast)	Curriculum Lab Division of Materials and Curriculum 19th Floor, Capital Plaza Tower Frankfort, KY 40601	Prepares, distributes, and utilizes curriculum materials and educational resources such as competency-based vocational education modules, V-TECS catalogs, ERIC searches, microfiche on various subjects, and other related educational materials. Material available out of state: Yes	Melissa S. Briscoe, Director (502) 564-2000
Louisiana (Midwest)	Vocational Curriculum Development and Research Center 823 College Avenue P.O. Box 1159 Natchitoches, LA 71457	Develops, prints, and disseminates vocational-technical instructional materials; also is a member of the Mid-America Vocational Curriculum Consortium. Material available out of state: Yes	David Poston, Assistant Director (318) 352-5348
Maryland (East Central)	Maryland Vocational Curriculum R&D Center Industrial Education Department University of Maryland College Park, MD 20742	Provides resources and support services for vocational curriculum research and development. Includes research, collection, evaluation, modification, development, field testing, responding to requests for materials and information, and maintaining a free-loan resource collection. Material available out of state: Yes	James Woodhull, Director (301) 454-2260

State	Name and Address of Center/Lab	Description of Activities	Contact
Maryland (East Central)	Maryland Vocational Curriculum Product Project Western Maryland Vocational Resource Center P.O. Box 5448, McMullen Highway Cresaptown, MD 21502	Serves as a statewide center for the reproduction, production, and dissemination of vocational curriculum materials. Functions include printing, producing media, dissemination, maintaining a media loan system, and providing graphics support to curriculum development. Material available out of state: Yes	Edgar Reynolds, Director (301) 729-8950
Massachusetts (Northeast)	Massachusetts Vocational Curriculum Center Minuteman Regional Vocational-Technical School 758 Marrett Road Lexington, MA 02173	Collects and disseminates vocational curriculum materials. Operates free loan of materials. Material available out of state: No	Carol Laughlin, Director (617) 863-1863
Michigan (East Central)	Michigan Vocational Education Resource Center 133 Erickson Hall Michigan State University East Lansing, MI 48824	Serves as a search, retrieval, and housing facility for curriculum materials for Michigan. Material available out of state: Yes	Gloria Kielbaso, Assistant Director (517) 353-4397
Michigan (East Central)	Curriculum Resource Team 100 Wills House Michigan State University East Lansing, MI 48824	Produces curriculum guides as specified by, and at the request of, the Michigan Department of Education, Vocational-Technical Education Service. Format and processes are determined by the Michigan Curriculum Management System. Assist in dissemination activities. Material available out of state: Yes	Chris Olson, Coordinator (517) 353-0661

State	Name and Address of Center/Lab	Description of Activities	Contact
Minnesota (East Central)	Minnesota Curriculum Services Center 3554 White Bear Avenue White Bear Lake, MN 55110	Loans materials from the resource library, disseminates materials on free and cost-recovery basis. Develops program area task lists, student performance objectives, competency records, and instructional resource listings. Material available out of state: Yes, cost-recovery items; only state developed items are available for loan out of state.	Cost-Recovery Items: Barb Moss, Cost Accounts Clerk (612) 770-3943 Loan Items: Roz Mesnik, Librarian (612) 770-3943
Mississippi (Southeast)	Research and Curriculum Unit Drawer DX Mississippi State, MS 39762	Provides teacher curriculum guides and resource units. Material available out of state: Yes	James F. Shill, RCU Director (601) 325-2510
Missouri (Midwest)	Instructional Materials Laboratory 10 Industrial Education Building University of Missouri-Columbia Columbia, MO 65211	Produces and distributes competency-based instructional materials and teaching aids in nine areas: agriculture, business and office education, home economics, distributive education, cooperative education, industrial education, industrial arts, sex equity, and special needs. Material available out of state: Yes	Harley Schlichting, Director (314) 882-2883
Nebraska (Midwest)	Nebraska Vocational Curriculum Resource Center Kearney State College, West Campus Kearney, NE 68847	Collects and disseminates vocational curriculum materials. Material available out of state: Yes	Beverly J. Nelson, Director (308) 236-4351

State	Name and Address of Center/Lab	Description of Activities	Contact
New Hampshire (Northeast)	Learning Resource Center Keene State College Keene, NH 03431	Serves as a statewide center for the distribution and dissemination of vocational and instructional materials including those for special needs students. Services include research, teacher training, technical assistance, and information services in all vocational education areas. Material available out of state: No	Dorothea Kitlan, Director (603) 352-1909
New Hampshire (Northeast)	Vocational Research Curriculum Office Keene State College Keene, NH 03431	Disseminates curriculum materials to new and returning vocational teachers within the state. Provides on-site technical assistance. Conducts sequence of workshops, short- and long-term, in all vocational education strategies. Material available out of state: No	John Faust, Project Director (603) 352-1909
New Jersey (Northeast)	New Jersey Vocational-Technical Curriculum Laboratory Kilmer Rutgers University New Brunswick, NJ 08403	Provides needs assessment, curriculum development, publication, dissemination, technical assistance, and information services for all vocational and career education subjects. Material available out of state: Yes	Betty Anne Sullivan, Coordinator Statewide Dissemination Project (201) 932-3845
New Mexico (Midwest)	Sex Equity Dissemination Center University of New Mexico 3010 Mesa Vista Albuquerque, NM 87131	Disseminates only equal opportunity vocational curriculum materials. Material available out of state: No	Norma Milanovich (505) 277-5409

State	Name and Address of Center/Lab	Description of Activities	Contact
New Mexico (Midwest)	Vocational Curriculum Material Dissemination Center Eastern New Mexico University Portales, NM 88130	Disseminates curriculum materials for trade and industrial education, office education, distributive education, health occupations education, agriculture, and industrial arts. Material available out of state: No	Ray Gormley, Office Education and Distributive Education Teacher Educator (505) 562-2288
New York (Northeast)	Instructional Materials Service New York State College of Agriculture and Life Sciences Cornell University, Department of Education 3 Stone Hall Ithaca, NY 14853	Develops and disseminates materials and provides inservice activities related to agriculture. Material available out of state: Yes	Daryl Foster, Director (607) 256-3002
New York (Northeast)	Curriculum Field Office Oneida-Madison Board of Cooperative Educational Services (BOCES) Box 70, Middle Settlement Road New Hartford, NY 13413	Disseminates Vocational-Technical Education Consortium of States (V-TECS) and Instructional Support System for Occupational Education (ISSOE) materials. Material available out of state: Yes	Jay Boak, Project Director (315) 792-4608

State	Name and Address of Center/Lab	Description of Activities	Contact
North Carolina (Southeast)	South Central Curriculum Network (SCCN) Division of Vocational Education North Carolina Department of Public Instruction Raleigh, NC 27611	Provides technical assistance in and coordination of vocational education activities through this office or the chief consultant of the respective program areas in vocational education. Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the state. Acquires materials from each of the eight regional centers. These materials are not available from the centers out of state; however, materials can be copied. Material available out of state: No	Meg Murphy, Chief Consultant State Liaison Representative (919) 733-7893
North Carolina (Southeast)	Region 1 Education Center P.O. Box 1028 Williamston, NC 27892	Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the region. Material available out of state: No	Ken Smith, Regional Coordinator (919) 792-5166
North Carolina (Southeast)	Region 2 Education Center 612 College Street, Room 200 Jacksonville, NC 28540	Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the region. Material available out of state: No	Carter Newsome, Regional Coordinator (919) 455-8100
North Carolina (Southeast)	Region 3 Education Center P.O. Box 549 Knightdale, NC 27545	Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the region. Material available out of state: No	Joan Smith, Regional Coordinator (919) 266-9282

State	Name and Address of Center/Lab	Description of Activities	Contact
North Carolina (Southeast)	Region 4 Education Center P.O. Box 786 Carthage, NC 28327	Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the region. Material available out of state: No	Willie Randolph, Regional Coordinator (919) 947-5871
North Carolina (Southeast)	Region 5 Education Center P.O. Box 21889 Greensboro, NC 27420	Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the region. Material available out of state: No	Norwood Bostic, Regional Coordinator (919) 379-5764
North Carolina (Southeast)	Region 6 Education Center P.O. Box 1397 Gastonia, NC 28052	Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the region. Material available out of state: No	Earl Price, Regional Coordinator (704) 864-9971
North Carolina (Southeast)	Region 7 Education Center 303 East Street North Willkesboro, NC 28659	Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the region. Material available out of state: No	Tom Bridges, Regional Coordinator (704) 648-6960
North Carolina (Southeast)	Region 8 Education Center 102 Old Clyde Road Canton, NC 28716	Serves as a source of information and curriculum materials for vocational education to secondary teachers and administrators in the region. Material available out of state: No	Bud Gibson, Regional Coordinator (704) 648-6960

State	Name and Address of Center/Lab	Description of Activities	Contact
North Dakota (Northwest)	North Dakota Vocational Curriculum Center Bismarck Junior College Bismarck, ND 58501	Disseminates state produced curriculum materials and information. Material available out of state: Yes	Jane Schulz (701) 224-5487
Ohio (East Central)	Vocational Instructional Materials Lab 1885 Neil Avenue The Ohio State University Columbus, OH 43210	Develops task lists, task analyses, achievement tests, fire service, emergency medical service print and nonprint materials, law enforcement training materials, instructor and student training materials, and a subscription service for distributive education. Material available out of state: Yes	Tom L. Hindes, Director (614) 422-5001
Ohio (East Central)	Ohio Agricultural Education Curriculum Materials Service Room 254, 2120 Fyffe Road The Ohio State University Columbus, OH 43210	Develops instructional materials for agricultural education programs at the high school and post-high school levels. Provides student and teacher reference manuals and workbooks, as well as color slide series, transparency masters, sample test items, and professional vocational education manuals. Material available out of state: Yes	Harlan E. Ridenour, Director (614) 422-4848
Oklahoma (Midwest)	Curriculum and Instructional Materials Center Oklahoma State Department of Vocational-Technical Education 1515 West Sixth Avenue Stillwater, OK 74074	Produces several kinds of instructional materials: core curriculum, videotapes, slide-tapes, competency profiles, and learning activity packets. Provides free loan films to Oklahoma vocational teachers, technical assistance, and reference materials in the resource center to vocational teachers. Material available out of state: Yes	Bob Patton, Coordinator (405) 377-2000

State	Name and Address of Center/Lab	Description of Activities	Contact
Pennsylvania (East Central)	Vocational Education Information Network (VEIN) Pennsylvania Department of Education SLMERS Division, Eleventh Floor 333 Market Street P.O. Box 911 Harrisburg, PA 17108	Acquires, classifies, and stores curriculum materials for retrieval in response to practitioner requests; announces availability of new materials. Material available out of state: No	Doris M. Epler, Division Director (717) 787-6704
Puerto Rico (Northeast)	Research Coordinating Unit Vocational and Technical Education Program P.O. Box 759 Hato Rey, PR 00919	Develops curriculum materials such as guides, manuals, and modules; performs research and trains staff. Material available out of state: Yes	Santos Echevarria de Perez (809) 753-7275
Rhode Island (Northeast)	Curriculum Resource Center Rhode Island College Department of Industrial Technology Providence, RI 02908	Inventories curriculum products. Material available out of state: No	Maureen Lapan, Director (401) 274-4900
Rhode Island (Northeast)	Center for Economic Development Rhode Island College Providence, RI 02908	Disseminates consumer economics information. Conducts career development workshops for local school districts to show how to integrate elements into the curriculum. Material available out of state: No	Monica Methany, Director (401) 274-4900
Rhode Island (Northeast)	Home Economics Education Resource Center Quinn Hall University of Rhode Island Kingston, RI 02881	Disseminates home economics education materials. Material available out of state: No	Patricia Kelly, Coordinator of Home Economics Program (401) 792-5930

State	Name and Address of Center/Lab	Description of Activities	Contact
Texas (Midwest)	Vocational Instructional Services P.O. Box 182 Texas A&M University College Station, TX 77843	Provides instructor's guides, student materials, audiovisual materials in production agriculture, co-op agriculture, agriculture special needs, and industrial laboratory programs. Develops complimentary materials for all trades. Material available out of state: Yes	Foy Page, Coordinator (713) 779-3880
Vermont (Northeast)	ERIC Resource Center State Department of Education Montpelier, VT 05602	Provides educational materials for kindergarten through postsecondary levels. Material available out of state: No	Walter L. Wimmer, Assistant Director (802) 828-3101
Virginia (East Central)	Vocational Education Curriculum Center Virginia Commonwealth University 620 North Lombardy Street Richmond, VA 23284	Prepares curriculum materials for agricultural education, business education, distributive education, health occupations education, home economics education, industrial arts education, trade and industrial education, special programs, and certain across-the-board materials. Material available out of state: Yes	Walter Ramey, Project Director Louise Peel, Manager (804) 257-6692
Virgin Islands (Southeast)	Curriculum Development and Resource Center Multi-Purpose Building First Avenue, Estate Thomas St. Thomas, VI 00801	Not fully in operation at this time. The center soon will be relocated to a more centralized site. Material available out of state: No	Irvin A. Sewer, Coordinator VTE Programs and Teacher Education (809) 774-0100
Washington (Northwest)	Northwestern Curriculum Management Center Building 17 Airdustrial Park Olympia, WA 98504	Plans for cooperation in the development, field testing, and implementation of instructional materials and strategies. Material available out of state: Yes	William E. Daniels, Director (206) 753-0879

State	Name and Address of Center/Lab	Description of Activities	Contact
South Carolina (Southeast)	Vocational Curriculum Development Section Office of Vocational Education Ninth Floor Rutledge Building Columbia, SC 29201	Provides student and teacher manuals, curriculum guides, filmstrips, audiotapes, and student modules. Material available out of state: No	Robert T. Benson, Chief Supervisor Department of Education (803) 758-5971
Tennessee (Southeast)	State of Tennessee Department of Education Division of Vocational-Technical Education 205 Cordell Hull Building Nashville, TN 37219	Acquires and adapts programs from other states, conducts some needs assessment. Disseminates curriculum materials at workshops and conferences. Provides training programs in local school systems. Material available out of state: Yes	Jim Steward (615) 741-3446
Texas (Midwest)	Center for Occupational Curriculum Development P.O. Box 7218 The University of Texas at Austin Austin, TX 78712	Provides instructional materials such as teacher's guides, student materials, core curriculum, individualized instructional publications and audiovisual materials. Material available out of state: Yes	Jack Robertson, Director (512) 471-7716
Texas (Midwest)	Home Economics Instructional Materials Center Texas Tech University, Box 4067 Lubbock, TX 79409	Provides instructor's guides, student materials, and courses of study in consumer and homemaking education and occupational home economics. Material available out of state: Yes	Linda Glosson, Director (806) 742-3028
Texas (Midwest)	Occupational Curriculum Laboratory East Texas State University Commerce, TX 75428	Provides self-contained instructional materials for teachers and students in office occupations and trade and industrial special needs (both disadvantaged and handicapped). Material available out of state: Yes	William Barnes, Director (214) 886-5624

State	Name and Address of Center/Lab	Description of Activities	Contact
West Virginia (East Central)	West Virginia Vocational Curriculum Lab Cedar Lakes Conference Center Ripley, WV 25271	Develops competency-based curriculum. Material available out of state: Yes	Larry Froehlich, Director (304) 372-8673
Wisconsin (East Central)	Wisconsin Board of Vocational, Technical, and Adult Education 4802 Sheboygan Avenue P.O. Box 7874 Madison, WI 53707	Develops and produces curriculum through project efforts with local VTAE districts and teacher education centers. Collects and disseminates secondary and postsecondary curriculum materials to local curriculum specialists and teachers through the curriculum loan library. Material available out of state: Yes	Lou Chinnaswamy, Curriculum Consultant (608) 266-2222
Wisconsin (East Central)	Wisconsin Vocational Studies Center 964 Education-Science Building 1025 West Johnson Street Madison, WI 53706	Develops, produces, and disseminates K-12 and postsecondary curriculum (hard copy and multimedia materials for loan free in-state, cost-recovery out of state). Provides inservice teacher training and workshops for business-industry-labor. Material available out of state: Yes	Merle Strong, Director (608) 263-3696

CURRICULUM-RELATED ORGANIZATIONS

Acknowledgement for materials in this section is made to the State Liaison Representative Planning Committee for the 1981 National Network for Curriculum Coordination in Vocational and Technical Education Concurrent Meeting.

CURRICULUM-RELATED ORGANIZATIONS

Organization	Description	Address and Phone Number	Member States
American Association for Vocational Instructional Materials (AAVIM)	Nonprofit organization made up of membership from all fifty states; designed to develop instructional materials for agricultural and trade and industrial education.	AAVIM 120 Engineering Center Athens, GA 30602 (404) 542-2586	Not applicable
Interstate Distributive Education Curriculum Consortium (IDECC)	Nonprofit organization made up of membership from thirty states; designed to develop individualized instructional materials for distributive education and marketing.	IDECC 1166 Chesapeake Avenue The Ohio State University Columbus, OH 43210 (614) 486-6708	Alabama, Arkansas, California, Colorado, Delaware, Florida, Georgia, Indiana, Iowa, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin
Mid-America Vocational Curriculum Consortium (MAVCC)	Nonprofit corporation made up of membership from ten states; designed to develop, disseminate, implement, and evaluate curriculum materials in vocational and technical education.	MAVCC 1515 West Sixth Avenue Stillwater, OK 74074 (405) 377-2000	Arkansas, Colorado, Kansas, Louisiana, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Texas

Organization	Description	Address and Phone Number	Member States
National Center for Research in Vocational Education (NCRVE)	A national research center whose mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression.	NCRVE The Ohio State University 1960 Kenny Road Columbus, OH 43210 (614) 486-3655	Not applicable
National Occupational Competency Testing Institute (NOCTI)	Nonprofit organization made up of membership from fifty states and territories; designed to develop comprehensive competency tests for vocational instructors.	NOCTI 45 Colvin Avenue Albany, NY 12206 (518) 482-8864	Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont Virginia, Washington, West Virginia, Wisconsin, Wyoming, Guam, Puerto Rico, Virgin Islands
Student Occupational Competency Achievement Testing (SOCAT)	Nonprofit organization made up of membership from four states; designed to develop comprehensive competency testing for vocational students.	SOCAT 45 Colvin Avenue Albany, NY 12206 (518) 482-8864	Florida, Maryland, New Jersey, Oklahoma

Organization	Description	Address and Phone Number	Member States
Vocational Instructional Materials (VIM)	A section of the American Vocational Association designed to promote the development of quality instructional materials and stimulate exchange of information about instructional materials for vocational education.	American Vocational Association can provide name, address, and phone number of current executive VIM officers	Not applicable
Vocational-Technical Education Consortium of States (V-TECS)	Nonprofit organization made up of membership from eleven states; designed to develop occupational task analyses for vocational and technical education.	Southern Association of Colleges and Schools (V-TECS) 795 Peachtree Street, NE Atlanta, GA 30308 (404) 897-6158	Alabama, Florida, Georgia, Illinois, Kentucky, Maryland, Michigan, Pennsylvania, South Carolina, Virginia, West Virginia
Wisconsin Vocational Studies Center (WVSC)	University affiliated organization involved in a variety of projects (e.g., *Puzzled About Educating Special Needs Students?*) having an impact on vocational education.	WVSC 1025 West Johnson Street 964 Educational Science Madison, WI 53706 (608) 263-3696	Not applicable

SOURCES OF AUDIOVISUAL INFORMATION AND MATERIALS

National Information Center for Educational Media (NICEM)
University of Southern California
University Park
Los Angeles, CA 90007
(213) 743-6681

The NICEM data base offers comprehensive coverage of nonprint educational media (16mm films, 35mm filmstrips, overhead transparencies, audiotapes, videotapes, phonograph records, motion picture cartridges, and slides) from preschool to professional and graduate school levels.

National Audiovisual Center
National Archives and Records Service
General Services Administration
Washington, D.C. 20409
(301) 763-1896

Audiovisual materials (16mm and 8mm films, audiocassettes, audiotapes, filmstrips, kits, slide sets, and videocassettes) are available through sales, rental, and loan referrals, including vocational and technical areas of auto mechanics; carpentry and wood working; construction; drafting; electricity and electronics; photography; heating, air conditioning, and refrigeration; metal work, welding, machine shop, and benchwork; plumbing and pipefitting; and safety. Center staff members respond to telephone and written requests, publish catalogs and selected listings of current titles available for sale or rent, produce brochures and filmographies on specialized subjects and on materials produced by individual federal agencies, and maintain a master catalog file on audiovisual materials produced by the federal government. Preview prior to purchase is available for selected 16mm motion pictures.

BIBLIOGRAPHY OF CURRICULUM PUBLICATIONS AVAILABLE FROM FEDERAL AGENCIES

Curriculum Materials in Vocational and Technical Education—1981. U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC, 20 pp.

Listings of vocational instructional materials available from federal agencies: a set of eight annotated bibliographies of curriculum and instructional materials compiled by the U.S. Department of Education, Office of Vocational and Adult Education, Curriculum Development Branch, Washington, DC, 1980.

- *Vocational Instructional Materials for Agriculture and Agribusiness Available from Federal Agencies.* 48 pp. ED 190 909.
- *Vocational Instructional Materials for Business and Office Education Available from Federal Agencies.* 32 pp. ED 190 916.
- *Vocational Instructional Materials for Vocational Home Economics Education Available from Federal Agencies.* 45 pp. ED 190 911.
- *Vocational Instructional Materials for Marketing and Distributive Education Available from Federal Agencies.* 31 pp. ED 190 910.
- *Vocational Instructional Materials for Allied Health Education Available from Federal Agencies.* 45 pp. ED 190 912.
- *Vocational Instructional Materials for Technical Education Available from Federal Agencies.* 67 pp. ED 190 913.
- *Vocational Instructional Materials for Trade and Industrial Education Available from Federal Agencies.* 44 pp. ED 190 914.
- *Vocational Instructional Materials for Special Needs Groups—Handicapped Disadvantaged, Older Americans, Youth Employment, Displaced Homemakers—Available from Federal Agencies.* 41 pp. ED 190 915

A Reference List of Audiovisual Materials Produced by the United States Government: Supplement 1980. National Audiovisual Center, National Archives and Records Service, General Services Administration, Washington, DC. 54 pp.

Vocational-Technical: A Select List of U.S. Government Produced Audiovisual Materials—1982. National Audiovisual Center, National Archives and Records Service, General Services Administration, Washington, DC. 17 pp.

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